

# *Business Education* **Forum**

FEBRUARY 1958

VOL. XII, NO. 5

## *In This Issue*

- NEWS OF UBEA AND THE  
AFFILIATED ASSOCIATIONS
  - GENERAL CLERICAL
- SHORTHAND • TYPEWRITING
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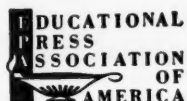
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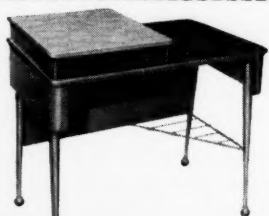
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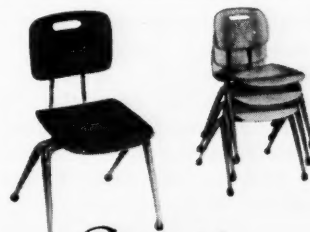
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## In This Issue

► Five objectives of clerical office practice have been emphasized by the editor of the Feature Section (pages 9-23) in this issue. The contributors have established forcefully and concisely some down-to-earth methods of fulfilling these objectives. Instead of theoretical dissertations upon the topic, you will find that the contributors have provided a workable solution to problems encountered by the teachers of each general clerical subject.

► Practicability is carried over into the Services Section (pages 25-34). For example, described in this section are: a method of cutting down the class time used for reading shorthand notes, some concrete examples of problem solving in basic business, and some common sense answers to office standards.

► Additional announcements for the Joint Convention of UBEA Divisions in Chicago, February 20-22, are included in the In-Action Section (pages 35-36). Brief items on the working relationship maintained between the NEA and the UBEA can be found in the NEA Corner. A comprehensive report of the SBEA Convention is in the SBEA News Exchange. The meetings of the associations united represent the working relationship between business educators locally, regionally, and nationally. CRUBEA delegates met to share ideas and experiences and WBEA is announcing the convention for March. Many of the affiliated organizations have just held conventions and elected new officers. You will want to check the Calendar for events to come.

**Editor: General Clerical Forum**  
**GERALD A. PORTER**  
**University of Oklahoma**  
**Norman, Oklahoma**

# Five Objectives of Clerical Office Practice

THE CLERICAL OFFICE PRACTICE phase of business education is rapidly becoming significant in the thinking of most business educators. Ideas concerning clerical office practice are beginning to be standardized. It is essential now to clearly define the objectives of this phase of business education and to definitely establish its scope, methods of instruction, and methods of evaluation.

Careful analysis of literature pertaining to clerical office practice and current trends in the teaching of it appear to indicate that the objectives of this important phase of business education may be stated as follows:

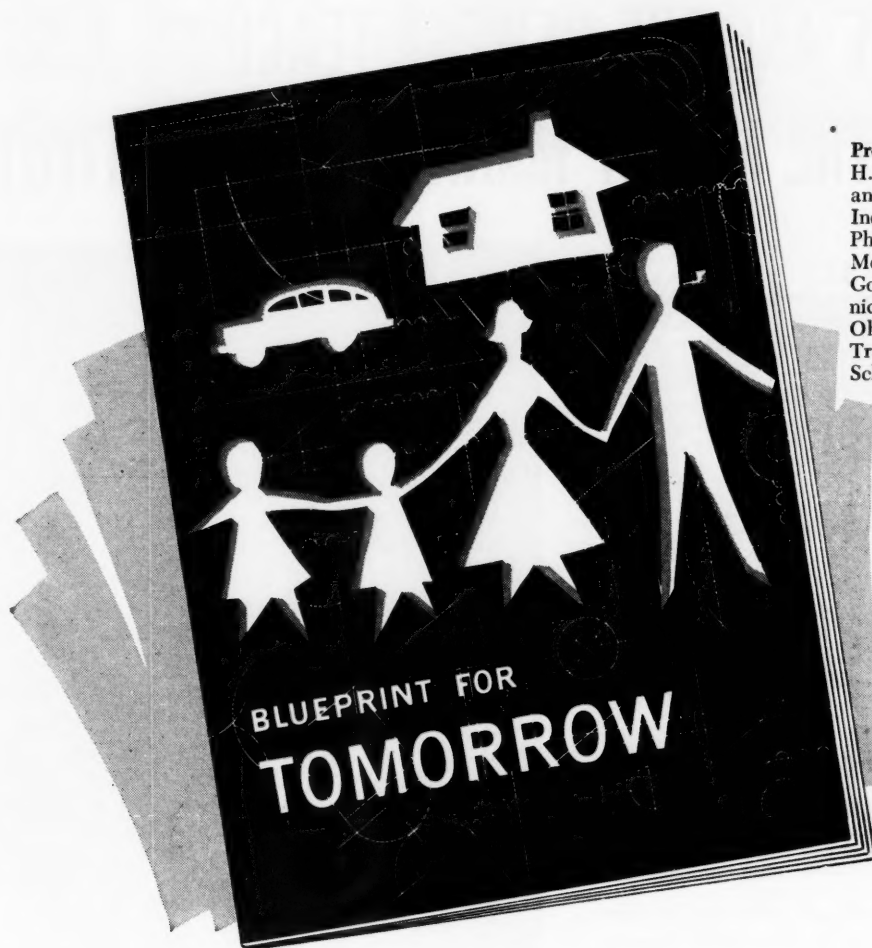
1. To enable students to gain initially their ability to perform routine and specialized clerical office tasks or to extend that ability.
2. To enable students to acquire knowledges associated with the efficient performance of clerical office operations.
3. To enable students to gain an acquaintanceship of office machines as they are utilized in automatic systems for the processing of clerical data.
4. To enable students to develop the desirable personal traits and work habits which constitute the basis for efficient performance of clerical duties.
5. To provide students with numerous opportunities to integrate clerical skills, knowledge of clerical operations, knowledge of office machines, and personal traits in the solving of clerical office problems.

The five articles that make up the feature section of this issue are designed to point out how instruction may be offered in clerical office practice to fulfill the five objectives. Each article pertains primarily to one of the objectives. It is apparent that in only a few schools can these objectives be fully achieved at present. However, many of the ideas presented in the articles can be utilized in the instruction offered in *any* business education department. The extent to which most of the ideas may be implemented and the objectives more fully achieved is dependent primarily on the resourcefulness and initiative of the individual business teacher.—GERALD A. PORTER, *Issue Editor*

► Parliamentary procedure, an important part of the knowledge to be acquired by the future business leader, is the topic for the FBLA Section (page 41) in this issue. The rules and regulations for the FBLA National Contest on Parliamentary Procedure have been revised for the 1958 convention. Each business educator, whether an FBLA sponsor or not, should become familiar with the material included in this section. It is equally im-

portant for a business educator as for an FBLAer to have a working knowledge of parliamentary law. A list of references that may be secured is included in the article.

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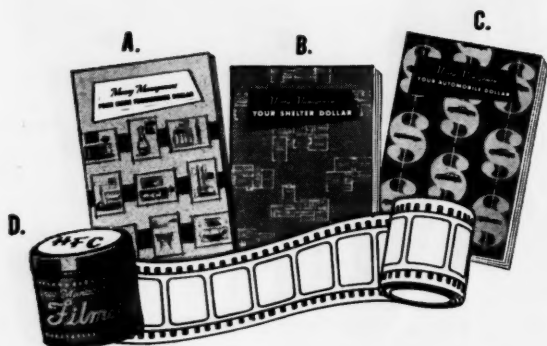
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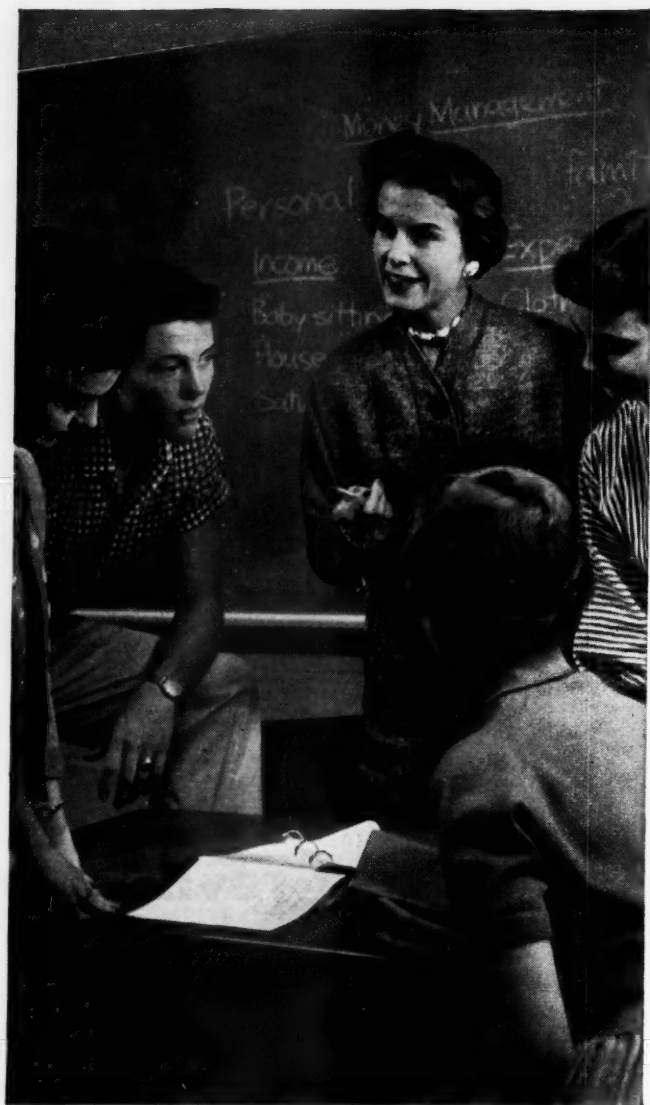
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# THE *Forum*

## The Skill Element in Clerical Office Practice

A definitive analysis of the teacher's responsibilities

By JOHN ALVIN DICKINSON  
University of Arkansas  
Fayetteville, Arkansas

**W**HEN INSTRUCTION in clerical office practice, as one phase of the over-all business education program, is examined in an effort to develop such instruction to its most effective extent, it is necessary to analyze specific component parts. Clearly, the area is sufficiently large that a definitive analysis will reveal differences in the content covered, in the instructional concepts, and in the methods of obtaining competency. Nevertheless, it is apparent today that any definition of clerical office practice will include both skills and knowledges as basic parts of the total utility. This article is concerned only with the element of skill development.

In the area of skill development, a major objective of instruction in clerical office practice is to enable students to gain initially or to extend their ability to perform routine and specialized clerical office tasks. Immediately on an examination of the methods to be used in clerical office practice, it should be apparent that the following principles apply: the simpler the task to be performed, the easier is the development of mastery; and conversely, the more complex the task, the greater the difficulty to be encountered in achieving mastery.

Application of the principles in clerical office practice reveals that skill in the execution of fundamental business tasks or operations may best be developed independently of the knowledge of how the skill is used, and that the various techniques of skill building are best emphasized separately. Knowledge of the applications of the skill itself is developed without great dependency on the specific skill involved; the integration, or fusion, of the two for purposes of desirable productive ability develops a third utility. Of course skill, knowledge, and productive ability may exist separately; however, for greatest utility, they must exist together.

Possibly the soundest procedure in the development of clerical office ability in the use of machines is to precede the emphasis on knowledge and productive ability with the development of a measure of manipulative skill. In teaching typewriting, the ultimate consideration is the development of typists who can produce usable copy in acceptable quantity. In the operation of the ten-key adding-listing machine, or other computing machines, the purpose is to make calculations rapidly and correctly.

In both instances, typewriting and adding machine operation are said to require both accuracy and speed. Whether accuracy or speed is developed first, it is still generally understood that both cannot be done at the same time without making the instruction unduly complicated and perhaps damaging to the end result. Therefore, it is necessary to determine precisely what technical objectives are to be pursued in order that instruction can be properly arranged and that results can be effectively evaluated.

When instruction on machines in the clerical office practice class consists of developing a new skill, it is necessary to define what habits and techniques are properly associated with it. Then, the principal instruction consists of activities designed to produce these habits and techniques. If the instruction is for the purpose of extending skills beyond a predeveloped level, class activity is basically of the same type; though, perhaps, the techniques vary or are more advanced. The teaching involved is concerned with a clarification of the nature and purpose of the objectives while appropriate application of the machine is involved to give practice in formulating and solidifying the skill that has been developed.

There is a very important assumption here. The degree of skill developed by students in the operation of machines is not likely to exceed the excellence of the habits and techniques which they are using. When this assumption is granted, it necessarily follows that the application provided for the exercise of a skill must be graded in difficulty to be in proportion with the extent of skill which students possess.

The big oversight which is common among clerical office practice teachers concerns such a preoccupation with the end result that immediate and necessary objectives are lost. Teachers seek success in enabling students to gain skill without being willing to travel the road in that direction. Specifically, the speed and accuracy of operation depend on properly developed techniques. The proper nurture of these techniques must not be thwarted in an eagerness to test. There are knowledges which are inseparable from the proper utilization of a skill, but these must be developed separately and then combined with the skill in the manner of skill,

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*"Perhaps one of the most misleading 'saws' is that 'practice makes perfect.'"*

---

knowledges, combined application; or knowledges, skill, combined application—the order depending on logical need.

#### **Skill Building and the Three R's**

There is no doubt left that the fundamental processes of reading, writing, and arithmetic are specifically required for the successful business student. In many quarters, however, the responsibility for their development is still an unsolved problem. Many teachers evade the issue by saying that other departments exist for this purpose, but the businessman who hires the student looks back to the business teacher.

The business teacher who accepts the challenge gives his students an additional advantage. He considers his primary function to provide meaningful business education even when it involves integrated teaching. Then the business education under his direction becomes a contributing factor to facile handling of problems of spelling, arithmetic, punctuation, and word usage.

A consciousness of correct spelling is augmented with opportunity for hearing sounds and syllables. Indecision can be lessened by frequent recourse to the dictionary. Interest and industry can make good spelling a habit.

Students may be led into a habit of well-placed punctuation marks as they learn that their English courses are of practical, as well as aesthetic value. When punctuation marks fall into place without strict attention, a milestone of skill development has been reached. The meaning of mastery in skill attainment is that performance is achieved while something else is uppermost in mind.

Both in personal usage and in most business situations very simple mathematics is found to suffice, but fundamental arithmetic is an inescapable "must." Whether in a class specifically designated for clerical office practice skills or as integrated skill development in other courses, frequent and short drills should be given to extend ability in arithmetical usage.

It is perhaps significant to note at this point that instruction in clerical office practice is designed specifically to enable students to gain competence in solving numerous business problems in a variety of business situations. Thus, it is impossible to avoid many applications of the fundamental skills gained outside of the business education department. It is conceivable that the teacher of clerical office practice may have greater success in developing or extending fundamental skills through direct business applications than may other teachers in the more routine classroom circumstances.

The handling of business forms—including the literal meaning of "handling"—provides opportunity for a saving of time if the problem is approached with an intent to develop motions of productiveness.

Admonitions to avoid wasting time or to write legibly are less useful than specific hints on time-saving and work-improving techniques. The student must *see* forms and papers inserted into the typewriter at one twirl of the cylinder; he must *observe* examples of how handwriting can be made more legible; he must *experience* a saving of time through a definite organizational process. Thus, the teacher needs to possess a sufficient level of skill to make useful demonstrations. If he does not possess such skill, it is reasonable to assume that he would be at least as willing and able to attain that improvement as the students he teaches.

Perhaps one of the most misleading "saws" is that "practice makes perfect." Mere repetition serves better to use up time than anything else. To develop skill in the duplicative processes, the student begins with an operation which is principally experimental. His next practice must be directed toward a specific improvement or improvements. He must be equipped with clarified directives on each subsequent trial until he has mastered the skill. As soon as immediate objectives for skill improvement have been exhausted, then practice is no longer useful.

The student must make stencils and masters with proper impression; corrections must be good. When using an illuminated drawing board, lines and drawings must be even in color and clean in appearance. Adjustments to stencil-process and liquid-process machines must be done quickly and accurately.

Speed and accuracy here or elsewhere must be developed in sound psychological order. First, techniques are developed. Then speed and accuracy of operation result in proportion to the level at which techniques are established insofar as natural ability allows.

#### **In Conclusion**

1. In teaching the skills of clerical office practice, the instruction should include plans for developing new skills and for extending existing skills.
2. In the teaching process, skills may be developed independently of knowledges of their use.
3. To initiate a skill or to extend an already existing one, teaching is concerned primarily with techniques.
4. The same type of skill development exists for calculating and other office machines as for typewriting.
5. Clerical office practice should be a contributing factor to skillful handling of problems of spelling, punctuation, arithmetic, and the like.
6. The teacher of clerical office practice should demonstrate desirable work patterns for the class to emulate.
7. Repetitive practice should always have immediate, understandable objectives.

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*"All prospective office workers need basic knowledge concerning office functions."*

---

## Knowledge Development Activities in Clerical Office Practice

By LUCY MAE YARNELL  
West Texas State College  
Canyon, Texas

The effective integration of basic office knowledge in classroom instruction realistically described

**E**ACH OFFICE WORKER who performs his duties accurately, efficiently, and rapidly possesses a wealth of basic knowledge related to the performance of his office work. Fortunately, much of this knowledge can be taught in the clerical office practice class.

In planning instruction for clerical office practice classes, teachers should recognize that:

1. All prospective office workers need basic knowledge concerning office functions.
2. Basic knowledge can be taught without the use of machines.
3. Effective teaching can be accomplished best by encouraging and planning for much student participation.
4. In each knowledge unit of clerical office practice, there should be one or more activities that are different from the activities used in prior units. These different or unique activities will tend to make learning more interesting to students.

Numerous phases of clerical work have been included in the discussion which follows in order to show the scope of office knowledges needed. However, no attempt has been made to include all the areas of basic office knowledge; of course, in the classroom each one of these areas could become a separate knowledge unit.

In connection with each area a few specific knowledges are mentioned in order to illustrate unique learning activities. But no effort has been made to list all the activities which it would be possible to use in teaching each unit.

### Using Carbon Paper With Ease

"Do we have to make carbon copies?" This question, which is frequently asked by students, indicates they need more knowledge and practice in working with carbon paper. Your students will enjoy using carbon paper if they know:

1. That a typewriter with elite type requires a harder finish carbon paper than one with pica type.
2. That carbon paper with a hard or medium finish will not smear like a carbon paper with a soft finish.
3. That if many carbon copies are typewritten at once, a light weight carbon paper must be used.
4. To clip the corner of the carbon paper, if it is not

already clipped, will facilitate removing the carbon when the pack is taken from the machine.

5. To place a heavy sheet of paper at the back of the carbon pack will prevent the carbon from creasing.

6. That carbon paper with the printed scale enables the typist to know how many lines are left at the end of the paper for typewriting.

7. To use a card or ink blotter in front of the carbon paper, not behind it, when erasing.

8. That a sheet of carbon paper may be used at least five or more times (some carbon paper is good for thirty or more copies) and that they should throw away carbon paper on a rotation basis.

9. To insert a carbon pack into the machine with the aid of an envelope or a sheet of paper, or to fasten the stationery in the typewriter and then insert the carbon between the sheets of stationery.

10. To assemble the original pages together, the first carbons together, the second carbons together, and so on, when a report has been typewritten.

*Experiment for an hour or two.* Rather than have the students typewrite finished copy while using many different kinds of carbon and acquiring the knowledge necessary for using carbon paper with ease, let the students *experiment* with different kinds of carbon paper, different methods of inserting and removing carbon paper, incorrect and correct erasing techniques, and assembling typewritten carbons.

This experimental lesson is most effective when the teacher demonstrates one point and the students immediately try what was demonstrated; then the teacher can demonstrate another point and the students can experiment with it. Of course, the students will not get much typewriting done, but typewriters are needed for this lesson. The students will not have finished pieces of work, but remember, the purpose of the lesson is to acquire knowledge that will help in developing proficiency in working with carbon paper.

If the students in the class have had previous practice using carbon paper, this can serve as a summarization for the group and some of the demonstrations can be given by members of the class.

A field trip to an office that employs many clerical workers is an interesting and challenging way to give



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*"Effective teaching can be accomplished best by encouraging and planning for much student participation."*

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the clerical office practice students a vivid impression of what these workers do. The students can benefit most from the field trip about the middle of the semester. By then they have learned about office activities which they can look for; ample time is left for learning how to perform some of the work which the students observed during the field trip.

*Assign each student to one clerical worker.* Instead of giving the group a quick tour through the entire office, plan the trip so that each member of the class is assigned to one worker. Each student should spend three or four hours with that worker. As the personnel manager works with you in planning the students' visit, he should select the participating employees and explain to them the purpose of the field trip. Each participating employee should be prepared to talk with the student assigned to him about his work and show the student representative samples of his finished work.

Companies are interested in educational programs and will work with clerical office practice teachers to make a visitation of this type possible, but it must be scheduled at a time when many employees can devote some of their time to the visiting students.

#### **Handling Incoming Mail**

*Prepare a mailing practice set.* To understand the responsibility of handling incoming mail, the students need an opportunity to sort mail, open the mail, watch for the enclosures that are listed, date-stamp mail, stack the mail for the employer's desk, and keep records of remittances and mail to be received under separate cover.

The purpose of this practice set is to make the students aware of the need for keeping up with all the incoming mail and to give them a knowledge of a practical procedure for processing the incoming mail.

If the duplicating unit is taught in advance of the mailing unit, the students can duplicate letters and the record forms to be used in the mailing practice set. These letters should be inserted in addressed envelopes and sealed. (These envelopes could be prepared in advance as part of the learning procedure for typewriting envelopes.) Second- and third-class mail can usually be accumulated by the teacher and members of the class.

If not enough "mail" is available for each member of the class to have a separate stack of mail, the students can work in small groups. Even though problems dealing with incoming mail are included in office practice textbooks, the learning is more meaningful when all of the incoming-mail problems are related as they would be in a practice set.

#### **Handling Outgoing Mail**

*Visit a mailing department.* For learning the handling of outgoing mail, many pieces of equipment are

needed, equipment that the business education department usually does not own. One hour spent in the mailing department that handles a volume of mail will enable students to understand how addressing machines put the addresses on letters, addressing machine addresses are prepared and filed, addressing machines select addresses, folding machines fold letters, postage meters stamp and seal letters, metered postage is paid for, packages or stacks of envelopes are tied by machines, and classification of mail.

Of course, only two or three office visitations are practical for each class during a semester, but a visit to a mailing department should be among the field trips planned. Even though the students would need further instruction to operate mailing equipment, the knowledge of how a mailing department operates will prove valuable to the students in many phases of office work.

*Use specific mailing problems.* To acquaint students with postal information, specific mailing problems in which the students figure the cost of sending different types of mailing pieces, are ideal. The problems could deal with sending different classes of mail, air mail, registered mail, insured mail, certified mail, and using c.o.d., special delivery, special handling, and return receipt services.

To obtain accurate, up-to-date information on these costs, use the Post Office Department Domestic Postage Rates and Fees booklet, which is usually available at local post offices.

Since the purpose of this lesson is to acquaint students with the different classifications of mail and mailing services, the discussion related to the problems is more valuable than figuring the cost. For instance, when students are asked to figure the cost of sending a book or magazine weighing eight ounces, they must determine the class of mail before they can complete the problem.

#### **Understanding Business Forms**

Clerical workers encounter many different business forms in the performance of their jobs. In the classroom, it is too time consuming to have all the students fill in one copy of all the actual business forms which they will encounter on the job. Yet, business forms must be taught.

*Collect actual business forms and use them as a basis for class discussion.* Keep in your files a supply (enough for all the members of one class) of voucher checks, commercial drafts, trade acceptances; payroll forms including the Employer's Quarterly Federal Tax Returns and Employees Receipts for Income Taxes Withheld; legal papers such as contracts, deeds, leases, mortgages, and surety bonds; papers dealing with purchasing and selling of goods such as purchase requisitions, purchase



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*"... students can become acquainted with the most-used business reference books if they use them."*

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orders, invoices, and credit memorandums; and other business forms.

When a particular form is mentioned in the class discussion, hand each member of the class a copy of that form. Read through the printed material together, and discuss what should be included in the blanks. Of course, the work needs to be planned so the entire class will complete certain forms, with all of the students working on the same form at the same time.

Ask one member of the class to complete a form that has been discussed, but will not be completed by the entire class. These forms which have been completed by individual members of the class can be posted on the bulletin board for the remainder of the class to see; additional copies of these forms can go to the files to be used for discussion by future clerical practice classes.

#### **Using Sources of Business Information**

Clerical office practice students can become acquainted with the most-used business reference books if they use them. Yet, it is a laborious task for a student to look up a long list of information in reference books. Furthermore, if only one reference book of each type is available in the school or city library, it is impractical for every student in the class to search for the same information at the same time.

*Prepare the reference assignments on cards.* Putting each item to be looked up on a different card makes it possible for each member of the class to be searching for different information, and, thus, they can be using many different reference books.

If the card is turned in each time that a student finds his reference, the card can be used again in this project or in the next clerical practice class. These cards are easily prepared when many problems from the same reference are set up at the same time.

#### **Acquiring Filing Information**

The clerical office practice students learn the steps in filing and alphabetic, numeric, geographic, and subject filing by filing cards and pieces of correspondence, usually through the use of filing practice sets. Perhaps more emphasis needs to be placed on developing skill in filing, but there is also much pertinent filing knowledge to be acquired that is not included, and that it is not feasible to include, in the filing practice sets.

*Use a committee project.* As a basis for stimulating interest in learning essential filing data that are not included in the filing practice sets, plan for the students to work in small groups collecting this information and sharing it with the rest of the class. Each committee could be responsible for one or more of the following topics: choosing filing equipment, different types of filing folders available, types of transfer methods used,

charge methods, plans for following up on borrowed material, records that must be kept permanently, time limits for papers that must be kept for a designated number of years, how to file special types of records, legal files, and microfilming.

Each committee could present its topic as a panel and use visual aids and demonstrations as a means of illustrating the points to be stressed. This not only gives each student an opportunity to broaden his knowledge of filing, but it also gives each one an opportunity to make a short talk or give a demonstration in the presence of the entire group.

#### **Greeting Callers**

Prospective office workers need practice in greeting callers, both in person and over the telephone. In teaching students to be alert in greeting callers, it is important to make them aware of the different situations with which they will probably be confronted on the job.

*Solve case problems.* Select case problems that are representative of the different situations which could occur when people come to the office or call on the telephone. Some of these case problems can be found in the office practice textbooks; these can be supplemented with case problems which the teacher can collect from actual business situations or simulate to illustrate a definite point. Occasionally a student can contribute a case problem that is highly effective as a means of teaching the class how to handle a particular office situation.

Use case problems that specifically indicate a point without including too many details; this enables the students to grasp the problem readily. Ask the students to vote on the answer before they discuss it; this means that the case problems must require a "yes" or "no" answer or that students will be supplied with multiple choice answers to choose from. After they vote, ask the students to defend their answers; this causes them to think. And be sure, as the teacher, to refrain from commenting until after the students have voted and expressed their opinions.

Some of the problems used for learning how to handle situations over the telephone might deal with:

1. How to ask for the caller's name when he does not give his name.
2. What to say when the caller needs to be transferred to someone besides the person being called.
3. How to interrupt a conversation to answer another telephone or a buzzer.
4. How to avoid revealing confidential information.
5. How to assure a person who is waiting that you have not forgotten him.

Some of the problems used for meeting callers in person could deal with:

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*"Usable records . . . are the end goals of business data processing."*

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1. Meeting different types of callers such as regular customers, new customers, salesmen, board members, executives of the firm, workers from other departments, old friends, members of the family, and competitors.

2. Knowing when to accompany a caller into the employer's office or just to tell him to go in.

3. What to say when you cannot leave your desk to accompany the caller to another part of the building, but you feel that he should be taken to the next office.

4. What to say when the caller has an appointment and the employer is out of the office.

5. What to say to let a person know that you are crowding him in between appointments and that you are allowing him only a few minutes.

6. What to do when someone calls that you think your employer wants to see, but the employer has given

instructions that he is not to be interrupted by a caller.

7. What to say to someone that you know your employer will not want to see and that you do not want to encourage to call at a later time.

8. What to ask to get more information about the purpose of the call before admitting the caller to the employer's office.

Students are enthusiastic about solving case problems; their thinking through these solutions should pave the way for deciding what to do in similar office situations.

Since knowledge development units play a significant part in the instruction you offer in your clerical office practice program, utilize as many of them as you possibly can. No effort has been made in this article to mention all the necessary basic office knowledge to be acquired.

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## Automation and Clerical Office Practice

By IRENE PLACE  
University of Michigan  
Ann Arbor, Michigan

**A**UTOMATION in an office means processing information with a minimum of human intervention. Do it with machines. Three types of office automation are being developed: EDP, IDP, and ADP.

EDP, *electronic* data processing, uses equipment that stores and computes business information by electrical impulses. It handles tremendous quantities of data at electrical speeds.

IDP, *integrated* data processing, uses either mechanical or electronic equipment or both. Information needed by business is "integrated" among as many pieces of equipment as possible. Manual clerical handling is cut to a minimum.

ADP, *automatic* data processing, is a more generic term than IDP. It includes the idea of IDP. It means processing business information with machines as much as possible. Again, it aims to cut manual clerical handling to a minimum.

In reality, automatic data processing is not new in the business office. Typewriters, adding and calculating machines, duplicating equipment, dictating machines, mailing machines, and so on have been used for some time. Each such machine, however, needs a human operator. The idea now in automatic and integrated data processing is to eliminate the human operator. It is to have the machines operated automatically from an inanimate "common-language" factor such as punched cards or tape. Information captured on a common language device can then be processed from machine to machine

with little or no human intervention. The advantages to business are obvious.

Basic information handling routines in business involve office machines, machine operators, and clerks. These three must be coordinated as effectively as possible to record, sort, summarize, and put into usable form the factual information needed by business. *Usable* records available when and in the form needed are the end goals of business data processing.

When machines are used, operating proficiency is affected by individual differences. Operators are sometimes absent. Clerical costs are high. Well-trained, dependable clerks are scarce. They make mistakes. In fact, to assure accuracy when human beings are involved in processing information, a system of checks and counterchecks must be superimposed at frequent intervals. These result in repetitive writing and proofreading; tedious monotonies of checking, sorting, copying, recopying, matching, and collating of information. The delays that result from this type of processing have affected the ultimate usefulness of business data.

### The Problem of Clerical Training

Some of the problems before us as business educators are: What effect will automatic data processing have on clerical training? Is the office clerical job disappearing? Will the office clerk of tomorrow need different skills and knowledges? What should we teach in clerical practice classes?

1. *Is the office clerical job disappearing?* The 1950 U. S. Census reported 6,894,374 clerical workers. An office clerk prepares, classifies, accumulates, and generally services information records in business. An individual's capacity for such work is affected by his speed of perception, accuracy in noting details, speed and accuracy in copying or substituting one item for another, and in his ability to use certain related machines or equipment. Perceptual discrimination and comprehension are involved as well as the general ability to remember and follow instructions.

Wastes and inefficiencies involved in processing business information manually can be minimized by machines. It is a major goal today, therefore, to find new applications for existing equipment and to develop new equipment and procedures that will minimize manual operations. Not much has been done with automation for small businesses. In fact, it is possible that nothing can be done because of the small quantities of various types of records that are involved. And, there are also small quantity information flows in big business where automation may not be feasible.

As quantity data processing situations are automatized, it can be concluded that need for specialized clerks who spend the major part of their time copying, re-copying, sorting, and checking will decrease. But, the clerk will not disappear entirely from the business scene. The clerk will continue to be needed, primarily in small business. According to the U. S. Department of Commerce, eighty-seven per cent of the businesses in the United States employ seven or fewer people. These can very well be classified as small businesses. Here, however, the job will be more general in scope. It may include the use of a variety of basic office machines. This general clerk may more accurately be described as a clerk-typist, a clerk-bookkeeper, a clerk-stenographer, a clerk-receptionist, or a clerk-machine operator. The job will probably continue to be good initial employment opportunity for secondary school graduates.

2. *Will the office clerk of tomorrow need different skills and knowledges?* Automatic data processing involves the following basic activities:

- a. Record (input) original information manually. The input device is either a typewriter or adding-calculating machine keyboard.
- b. Prepare instruction (program) tapes or cards. These tell the machines what to do.
- c. Process the information so that it is in a final form usable to business: an invoice, a list, or a report.

Human operators are needed to put in the original information and variables. Input devices are a combination of the old and the new—teletypewriters, addressing equipment, typewriters, and adding-calculating machines that produce a punched tape or cards.

The following are some examples of how this "new" equipment with the common language tapes or cards will integrate and make more automatic the processing of business information:

- a. *Billing and Sales Records.* Prepare tapes of constant information (name, address, shipping reference, and the like) for each regular customer and for each item of inventory. Have a corresponding precut tape of instructions for each routine (cost per item, spacing on forms, and so on). Simultaneously feed the two tapes to a transmitter and the desired information will be reproduced automatically, accurately, and speedily, on the desired order, shipping, inventory, billing, and accounting forms. This is an example of both automation and integration. Machines that print from tapes (or cards) can be instructed to stop for manual insertions of variable information through a keyboard. The new information can then be reproduced automatically on a new tape. Any new combination of information desired can be gotten. Through a teletypewriter or similar device, it can be wired to other parts of the country. Once the original tapes are prepared, the only human intervention needed is to start and stop equipment and to feed in the necessary tapes or cards.
- b. *Police Summons.* The officer writes a ticket, noting the type of violation, the name, and other information of the person involved. At police headquarters, the variable information is put in manually, but a precut tape describing the particular violation is taken from a file and fed to the machine. The summonses are prepared automatically, accurately, and consistently.
- c. *A Bank.* As a deposit or withdrawal is made at the window, it is entered on an adding-calculating machine that cuts a by-product tape. (Withdrawals may be checked by closed circuit television to guard against overdrafts.) This tape posts automatically to all necessary accounts.

When a customer arranges for a mortgage with a bank, he may be given a series of prepunched tabs or tickets, one for each monthly payment. When payment is made, the ticket will be inserted into the proper machine which will produce all the necessary records automatically and accurately. Since over ninety-five per cent of such payments are made regularly, less than five per cent would have to be processed as exceptions.

- d. *Stores.* A punched card for each item sold, when inserted into a cash register that reads punched cards, will simultaneously print a sales slip, total daily sales, and cut a tape that can automatically prepare all other records needed. Only a minimum amount of "manual" handling will be necessary to put in data about returned merchandise and to feed it to the automatic machines.

From the foregoing illustrations, the answer to the question, "Will the office clerk of tomorrow need different skills and knowledges?" becomes obvious. He will still need to be persistent in detail, but it will be a different kind of detail. He will have to be highly proficient in operating the typewriter and adding-calculating machine keyboards. He will need to know about and understand automatic data processing.

3. *What should we teach in clerical office practice classes?* This has been a sixty-four dollar question in business education for several decades. The question



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*"Students will need to learn more about over-all information handling procedures in business."*

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here, more specifically, is, "How does automation affect the content of the office practice course?"

Basic attitudes about initial employment in business and the importance of getting along with co-workers will be the same. We may use more machines but we will still work with people. Also, the clerical office practice student will still need to learn about office jobs in general and what it takes to advance in them.

Accuracy has always been important in office work. The ability to perform accurately and to understand and follow instructions will continue to be important. If possible, it will be more important because mistakes made in perforating cards and tapes may involve re-cutting information for a number of items.

Less emphasis will be given to the manual copying of data and the matching of one list with another. Less emphasis can probably be given to certain types of sorting and filing exercises.

Students will need to learn more about over-all information handling procedures in business. It has been said that there are nine basic data processing routines in business: (1) buying, (2) receiving, (3) stocking, (4) production, (5) selling, (6) collecting, (7) billing, (8) dispersing, and (9) delivery. The student will need to learn more about what they involve, why they are needed, and how they are related to each other and to the over-all goal of making a profit in business. He will need to learn more about the general problem of feeding current information about business back to management, with the concurrent problems of cost of processing, timeliness of information, and suitability of data.

Students will need to learn more about different types of office machines, particularly those that produce tapes and punched cards and that can be "integrated" into an automatic system. They should see them, have some experience with them, and handle the tapes and cards involved. A tape producing typewriter and a tape producing adding-calculating machine should be integrated with bookkeeping machine problems in the clerical office practice laboratory.

#### **Electronic Data Processing**

Nothing much has been said in this article about electronic data processing. Yet, the magazines designed for businessmen are full of information about EDP, and it is surely a way of automatizing data processing in business.

Electronic data processing will decrease the need for "clerks" in big offices. And, this is good, for such jobs have truly been full of monotony. Their decrease means that there will be fewer opportunities to trap young workers in routine, monotonous office jobs that impede the development of initiative and cause them to lose interest in office work.

Clerical office practice courses can do little about EDP equipment as such. Installations are big, clumsy, and fantastically expensive. Planning applications for them requires experience with large quantities of data flow, a knowledge of principles of business administration, and in some instances considerable knowledge of statistics, accounting, and mathematics. For the most part, training for EDP is being left to the manufacturers.

Of course, clerical office practice students should be made aware of EDP, for it is a part of the over-all picture of modern business. They should know what it is, what it can do, and why it is used. This type of information can be given students in the clerical office practice laboratory through a film, a field trip, a bulletin board display, or descriptions of applications. It is unlikely that a more extensive treatment of electronic data processing or the installation of expensive equipment is justified in a clerical office practice course.

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"... nobody is ever any better or more successful than he thinks he is going to be."

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## Development of Personal Traits and Work Habits Through Clerical Office Practice

By HELEN HINKSON GREEN  
Michigan State University  
East Lansing, Michigan

Concrete suggestions offered for the development of these marketable assets in classroom situations

THERE was a time when business educators divided themselves more or less into two camps concerning whether or not desirable work habits and personal qualities could be *taught* or whether they could only be *caught*. Today, many of us agree that it is not a question of one or the other, but of *both*. While the truth of the "caught" idea can never be entirely ruled out, it is apparent that desirable work habits have been identified and they can be taught.

With the teaching point of view in mind, let us accept squarely our responsibility for helping students develop or acquire such desirable work habits and personal qualities as the ability to attack problems successfully, the ability to handle directions, the ability to utilize time and materials efficiently, the ability to work independently, a wholesome attitude toward work, a pleasing personal manner, poise and self-assurance, and concern for detail and accuracy.

In the material which follows are presented definite and concrete suggestions for helping students acquire desirable work habits and personal qualities as a part of their marketable assets for sale.

### Ability To Attack Problems Successfully

The successful completion of any task, or the solution to any problem, be it simple or complex, comes with ease to some individuals and with difficulty to others. It is easy to say, "He's really on the ball," on the one hand, or "He's just not with it," on the other—and certainly both states are readily recognizable by any teacher. But what makes the difference? "Gray matter and attitude!" you say. Yes, both play a big part. And while we may not be able to do too much about the first, we can certainly work on the latter. Let us break it down a bit finer for our teaching purposes. Among the many component parts of whatever it is that goes into the ability to attack problems successfully, there are five elements which the clerical office practice teacher can definitely help to develop.

1. *A confident attitude.* The first quality on the list for a successful attack on any problem is a confident attitude—on the part of the student and on the part of the teacher. Whether it is carrying a football over a line or turning out a beautiful three-color mimeograph

job, nobody is ever any better or more successful than he thinks he is going to be. Even *with confidence* he may not always measure up to his expectations, but he certainly will never go further than his belief in his ability to succeed.

Teachers have a wonderful opportunity to help students build this confidence. It springs, first of all, from the teacher's genuine confidence in the student's ability to succeed. Many a hesitant, doubtful-of-his-own ability student has developed the ability to tackle tasks and problems successfully because he knew his teacher thought he could to it. "Well," says somebody in exasperation, "that is very good for the good students. But I've got some with absolutely no ability. I'd like to see you have confidence in them. Now take my Susie Smith . . ."

All right, let us take Susie. Let us take another careful look at her pitifully limited stock of assets and see what we can discover that Susie might be able to tackle successfully. Shorthand is beyond her—she is so spastic that her typewriting is as erratic as a Siamese cat. But she has the capacity for patience and persistence and attention to detail that a not-too-complicated filing job could utilize. Let us develop Susie's confidence in her ability to become a first-rate file clerk along with teaching her the rudiments of simple filing.

You do not just talk about this confident attitude and your part in building it. You do the things on the list that follows:

- a. You are a confident, cheerful person yourself—the sort that "Come the A-bomb" the students feel you would be the first one out from under your desk to start figuring out something to do next.
- b. You have a genuine belief in the ability of students to come through with flying colors and you let them know it.
- c. You are liberal with praise. Adolescents, more than most people, are unsure of themselves, hungry for recognition and praise. You capitalize on this fact.
- d. You fit the task to the student. Clerical office practice offers more opportunities than many subjects for individualized and personalized assignments and teaching. You don't give a "two-talent" student a "five-talent" task or vice versa.
- e. You show a sincere interest in each student and his work. Such simple things as the "howdy" route (stopping at every single desk sometime during the period for a word

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*"Proper orientation is a part of the ability to tackle problems successfully."*

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of encouragement, a brief consultation, or a comment) or standing at the door to collect personally each one's paper with a quick glance of appraisal can have an amazing effect on morale and confidence.

As time goes on, you add all sorts of confidence-building devices to your list. There are literally dozens.

2. *Proper orientation to the problem situation.* While confidence in one's ability may be the number one requisite for successful attack on problems, success comes a lot easier if confidence is flanked by proper orientation to whatever task is to be done. Such orientation includes an understanding of (a) the ultimate or end purpose or product desired, (b) why the task is to be done, (c) what are the steps or processes necessary, (d) what skills, tools, knowledges, and materials are needed, and (e) what is the scope or magnitude of the job. In short, do our students understand what the problem they are tackling is about? Research has shown that about fifty per cent of the beginning workers do not know the scope of their jobs. While this is not always entirely the fault of the beginning worker, are we teaching our students to ask themselves the above questions concerning whatever problems or tasks confront them? Proper orientation is a part of the ability to tackle problems successfully. And a part we can do something about.

3. *Mastery of skills necessary for satisfactory completion of the problem.* Too often a student's attack on problems is unsuccessful because he lacks sufficient skill for satisfactory performance on some phase of the problem. Frequently this lack of mastery is in the area of basic fundamentals—in the three R's. Our professional literature is filled with writings to this effect. An important facet of clerical office practice lies in discovering the student's weaknesses in these basic areas and in helping him build a higher level of competency. Likewise, in the area of more technical skills, the clerical office practice teacher has responsibility for helping the student master the skills necessary for completion of a problem or task before the student is expected to tackle the task.

4. *Logical approach to the problem.* All too often students jump into a job without really thinking about it—without using the old problem-solving technique that the elementary school arithmetic teacher commonly insists that students use. Remember the questions? They go something like this: What is the problem? What am I given? (In clerical office practice, literally, What do I have to work with?) What do I need to do to arrive at the solution? What is the simplest and best way to do this?

In our clerical office practice classes, this last question involves a careful consideration of cost, time, and materials as well as ultimate purpose or use of whatever

is being done. Take the simplest sort of problem. Betty has an assignment sheet which says, "Prepare notices of the following sales staff meeting to be sent to each of the fifteen names listed at the bottom of this sheet." Shall she prepare a liquid master, a stencil, individual letters, or typewrite the material twice—once with seven carbons and once with six in order to make her fifteen copies? Before she decides upon her method she needs to take into consideration each of the factors just mentioned. Students can be taught to develop this logical approach to the tasks they perform if proper emphasis and ample opportunity for its exercise are given.

5. *Ability to work as a member of a team.* The successful attack upon almost any problem today depends upon the ability of individuals to cooperate as a team. Although we talk much about this, many of us have a long way to go in our classrooms before we even approach optimum use of our opportunities for developing team work. In office work, workers are constantly learning from the other fellow, helping the other fellow, looking to see how the other fellow does a certain task or routine, checking, comparing, and exchanging ideas and suggestions. The clerical office practice teacher might well have as a desirable objective, the discovering and setting up of as many opportunities or situations as possible which require the exercise of the ability to work as a member of a team on the part of each student. Devices which provide opportunity for this working as a team include group projects, committee activities, teacher-student planning activities, laboratory partners, buddy system—a brighter student responsible for helping teach a slower one, office-like atmosphere and working conditions in the classroom, and the teacher in the role of the true supervisor.

It is immediately apparent that we cannot expect students to develop the ability to attack problems successfully unless they have had ample opportunity to use and develop initiative and creative ability in their classroom situations. The foregoing discussion indicates that the teacher of clerical office practice has at her finger tips a multitude of ways and means for providing such opportunities.

#### **Ability To Handle Directions**

Regardless of how we classify or rank it, the "ability to handle directions" should be a specific objective of our clerical office practice courses. This is not to imply that such classes have the sole responsibility for developing this ability, but certainly such responsibility is a definite part of the clerical office practice program.

Chief among the reasons why students *can't* or *won't* or *don't* follow directions is the fact that we as teachers have not stressed this ability enough, have not insisted upon their doing it enough, have not provided sufficient

opportunity in its exercise, varied our routine enough, or taught them the importance and necessity for following directions. But let's switch from such a negative approach to the problem. Let's line up some positive techniques whereby we may help students develop the ability to handle directions. Here are some things you can do:

1. Insist that each student have a notebook for writing down assignments. See that he writes them down in the beginning until the habit has begun to jell.

2. Vary the type of directions. Sometimes give written instructions, sometimes oral, sometimes a combination of both.

3. Give partial or skeletal directions at times. This does not mean indefiniteness. But as students advance in ability to follow directions, sometimes purposely omit giving explicit directions for some necessary or obvious step.

4. Fit the directions to the level of performance and understanding.

5. Demonstrate as well as write or tell.

6. Teach students to triple check directions before beginning a task.

7. Teach students to recheck directions against the completed work before handing the work in.

8. Give some definite recognition in your grading scale to "following directions to the letter." This does not mean there is no allowance made for using initiative and creative ability.

9. Learn to state directions clearly, concisely, and in logical sequence with proper subordination of procedure and ideas.

10. Weed out ambiguities and indefinite statements in giving directions.

11. Develop situations in which students must exercise discernment, judgment, and creative ability in carrying out directions.

#### **Ability To Utilize Time and Materials Efficiently**

There are dozens of effective techniques for helping students develop the ability to use time and materials efficiently and without undue waste. For the sake of brevity, a few are listed here with only a brief comment now and then.

1. The use of case studies and anecdotal records of incidents which point up the importance and cost of both time and money in the eyes of employers.

2. The use of self-rating scales or check lists to be turned in with all assignments which include the student's own estimate of his effective use of both time and materials.

3. Making students aware of what are considered to be acceptable production standards for beginning

workers on various types of clerical work and of comparing their own production rates with an eye toward improvement.

4. Developing class standards in production work.

5. Utilizing more "production" units of work.

6. Insisting upon and teaching good "office house-keeping" in the classroom.

7. Demonstrating time-saving short-cuts and techniques of efficient handling of papers.

8. Teaching students to utilize free time.

9. Taking field trips to see how offices conserve both time and materials.

10. As a teacher, setting an excellent example in the effective and efficient use of both time and materials.

#### **Ability To Work Under Pressure of Time**

The ability to work under pressure of time ties in with the foregoing characteristic but carries an added requirement—the ability to work under pressure without "blowing up" or "going to pieces." We are all familiar with the worker who, under pressure, gets so angry that his anger interferes with both his efficiency and his relations with his fellow workers—be they subordinates, superiors, or equals in rank; and with the worker who becomes so nervous and wrought up that his production rate—indeed his capacity for good, straightforward thinking—disintegrates into a veritable shambles. As clerical office practice teachers, we have a responsibility to help our students develop the ability to work efficiently under *pressure of time*. There will be a few who cannot develop this ability; but the majority of students will have what it takes in this capacity. Here are some of the things we can do to help them develop this ability:

1. Make students aware of the fact that most jobs in today's world have periods of stress—that there will be many times when pressure of time is of utmost importance.

2. Build in students the confidence that they can measure up to pressures that other individuals face, that they are "as good as the next one" when it comes to standing up to pressures.

3. Increase students' understandings of why there are deadlines in business and of what happens if these deadlines are not met.

4. Give much training in production jobs in all clerical areas covered in the course. Make time required to do a job an integral part of the grading scale.

5. Have a base rate of "pay" (be it a base grade or a mock wage) for getting material in on time with lesser pay for late or incomplete work, if the late or incomplete work is accepted at all.

6. Make use of "self-check lists" and "student appraisal sheets" for work turned in.



7. Give both praise and pay incentive (grade) consideration for excellence in initiative and ability to work independently.

#### **Concern for Detail and Accuracy**

Attention to detail and accuracy in carrying out any project is an overlapping quality which should be common to all areas of work and learning in the clerical field. Best devices for developing such concern and attention, therefore, overlap many of the things already said. However, a reiteration of some of the ones most pertinent to this area will not be amiss. Best devices will undoubtedly be those that put the responsibility for such details squarely upon the students. Causing students to accept their responsibility may be accomplished in such ways as:

1. The use of student-work appraisal sheets completed by individual students or by committees of students.

2. Work and assignments completed or performed are actual exercises, not just textbook or classroom work.

3. Reteaching of slower students by brighter students. This is one of the best devices for developing concern for detail and accuracy on the part of both the student teacher and the student learner.

4. Proofreading or checking a partner's work. Two heads really are often better than one, especially in the matter of spotting inaccuracies in another's work.

5. Case studies, anecdotes, personal experience of guest speakers, role playing, and films can all be effective media for helping develop a concern for detail and accuracy.

#### **Wholesome Attitude Toward Work**

If there is any one facet of the whole area of building an employable personality and developing desirable work habits in which the *caught* rather than the *taught* element is the stronger, it would probably be in this attitude toward work area. Certainly the teacher needs to look carefully into his own soul-searching mirror to see what is reflected to his students. If his own attitude toward work is wholesome, enthusiastic, and responsible, that of the majority of his students may become likewise. Some of the most significant techniques for helping develop a wholesome attitude toward work are these:

1. Talks by employers, talks by former students, films, and articles on the subject.

2. Graphic presentation of figures concerning the cost of clerical work. This may aid in the development of an appreciation of the dishonorableness of anything less than a day's work for a day's pay.

3. Student-teacher planning concerning just what classroom duties students can take over.

4. Dramatic role-playing in which the students assume the roles of employers and supervisors in problematic personnel situations.

5. Part-time employment or cooperative work experience.

6. The use of "pay checks" instead of letter or numerical grades for work projects.

7. Simulating whenever possible model office conditions.

#### **Poise and Self-Assurance**

Poise and self-assurance on the part of our students are both rooted in confidence. Such confidence stems both from the knowledge on the part of the student that he has the skills and personal qualities sufficient for getting and holding a job and from a degree of familiarity with what business is like. If personality defects account for eighty-five per cent of job failures, one of the best things we can do to help our students is to cause them to take a critical look at themselves and to overcome their own personality defects that will interfere with job getting and holding. Some suggestions for helping our students acquire poise and self-assurance include:

1. Providing opportunity for self-evaluation.

2. Providing opportunity to become more familiar with business and specific types of jobs through carefully planned field trips.

3. Providing opportunity to practice social graces.

4. Giving students employment tests which will help them find out what they want to do and whether they have the qualifications for the positions.

5. Giving consideration to grooming and dress.

6. Giving liberal praise for an individual's strong points and generous, kindly help in correcting his weak ones.

7. Providing opportunities for practice in employment interviews.

All the skills, qualities, and learnings discussed will avail the student but little unless he somehow makes it all add up to a pleasing personality. Usually, if he has sufficient skills, a wholesome attitude toward work, and the ability to work as a member of a team, he is rather apt to have in addition a pleasing personal manner—but not necessarily so. Again and again we read, hear, and see evidences that employers consider the *ability to get along with others* the one most needed and wanted personal quality in employees. Social adjustment within the work group requires the combined effort of each worker performing his specific duty so that all somehow contribute to a successful day's work.

As teachers of clerical office practice, we must see that opportunity for such social adjustment is provided through the content and nature of our clerical office practice courses and by our teaching.



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*"The teacher does not always have to devise ways to teach integration of clerical duties."*

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## Integrating Clerical Skills, Knowledges, and Attitudes in Classroom Activities

By MARY L. BELL  
San Francisco State College  
San Francisco, California

And ALVIN C. BECKETT  
San Jose State College  
San Jose, California

**B**USINESSMEN have complained for years about the inability of employees to apply skills, knowledges, and attitudes studied in the classroom. The needlessly expensive telegram, the incorrect address, the unrecorded telephone call, and the letter returned for postage are but a few of the countless errors familiar to businessmen. Yet few of these blunders are caused by lack of information or skill but rather by lack of understanding of the way that tasks and skills are integrated into a meaningful pattern.

In an effort to provide as wide a coverage of clerical skills and knowledges as possible, many teachers have rushed from topic to topic without any attempt to integrate the material. A day's class spent addressing envelopes may close with the submission of the envelopes for grading; the following class hour may be devoted to a discussion of various kinds of carbon paper; and the next class hour may be expended in considering the storage of office supplies. How can the student envision the application of these bits of knowledge when tomorrow morning he must accumulate "sources of business information" in his storehouse of wisdom? Under such a rapid succession of topics, the student may not be able to comprehend how the adhibition of all office activities must work toward the goals of the business.

Let us reflect upon the consideration of the topic "chain feeding of envelopes." To the beginner, chain feeding appears much more difficult than single feeding. Only when the student sees chain feeding as a method for addressing enormous quantities of envelopes, does such a lesson appear to be worthwhile. The classroom project with its one or two dozen envelopes to address does little to convince the student that the project has its merits. Integrated into a mailing project where maximum output must be maintained for the entire hour, chain feeding begins to have real meaning for young typists.

While the contributor believes that integration activities cannot be provided for each of the hundreds of clerical tasks, practice in the application of integration to sample cases is important. Integration projects should be presented as sample lessons in the way that all tasks operate together to reach the ultimate goals of business.

When students can view such integration projects as samples, they become better aware of their own responsibility to learn how their jobs fit into the work of the firms that employ them.

The teacher does not always have to devise ways to teach integration of clerical duties. Excellent published materials are on the market. However, when published materials are not appropriate or available, the teacher has an opportunity for developing his own integrative projects.

The projects that follow are some examples of possible activities in integration of office skills, knowledges, and attitudes. They are not intended to be introduced just as they are in any classroom. Countless variations will occur to the creative teacher. Such a teacher, who has not included practice in integration, can devise similar projects with different points of emphasis to serve as varied examples of the integration of office tasks. Once aware of the meaning of integration, youth can often find opportunities to envision almost any isolated task in a business environment where it is related to many other activities.

### Project 1

A survey conducted by the students in a business education class offered at New York University requested 312 clerical employees in the metropolitan area of New York City to rate 120 clerical activities in the order of frequency in which the tasks occurred in their work. Among the leading clerical activities performed, according to the survey, were alphabetic filing, looking up names and addresses, typewriting names on envelopes, and using the stapler.

As these activities are contemplated, teachers recall that these particular tasks have long been taught and performed as isolated learning situations in the classroom. To integrate these activities into a related routine typical of office assignments, the following steps are suggested as a guide for classroom teaching. No step is to be viewed by students apart from other steps; each step should lead logically to the next step. As the student performs each portion of the routine, he should be taught to ask, "How does this routine activity fit into the ultimate goal of the entire project?"

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*"... many teachers rush from topic to topic without an attempt to integrate the material."*

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The student goals of this project are to prepare and maintain a file of sales prospects and to send announcements of prices and products to these potential customers. Obviously the project can be adjusted to the needs of a particular group.

*Step 1.* The student prepares a card file of prospective customers. Names may be taken from any appropriate available source, such as the telephone directory. The mailing list must be appropriate for the product marketed, and the product selected is important because student understanding is essential for effective integration. High school youth would have difficulty in thinking of unfamiliar articles. Ordinarily, boys should not be asked to deal with such products as costume jewelry and cosmetics; likewise, girls should not be expected to dispense knives, boxing gloves, or muscle-building bars.

*Step 2.* The cards are arranged alphabetically.

*Step 3.* Students are told that some of the firms have new addresses or telephone numbers. File cards are corrected accordingly.

*Step 4.* A mailing is made to the sales prospects. This mailing may include a letter, together with an attached duplicated price list. Both the letter and enclosure may be duplicated or supplied by other business classes wherein such materials have been prepared. If time permits, and if letter writing practice is desirable, the letters may be prepared as a part of the project.

*Step 5.* Letters and enclosures are stapled.

*Step 6.* Envelopes are addressed.

*Step 7.* Letters and enclosures are folded to envelope size and then stuffed into the addressed envelopes.

*Step 8.* Envelopes are sealed. They should also be stamped with some form of postage substitute such as leftover Christmas seals, Easter seals, or the like. If these are not available, sheets of filing labels may be perforated vertically with a perforating wheel stylus and torn into "sheets of stamps."

When the project is completed, the class should discuss how each step made possible the following step of the sequence. The effect of an error at one point should be considered in its relationship to the facility of the entire project. The completed products of this project should be stored for future course activities (for example: incoming mail, outgoing mail, and the like).

## **Project 2**

Most large business firms occupy a large area of floor space. Much of this floor space may be spread throughout different floors of one building or beyond the one building to many buildings in an area. Communication links with the offices located throughout these areas must be maintained, and service must be ready at a moment's notice. Thus, most large business firms have a PBX (private branch exchange) board to facilitate these communication links between outside businesses as well as communications within the organization. Telephone operators are employed to manage the PBX board and also perform any additional duties in keeping with their location and facilities. The following project is designed to

touch upon some of the many assignments "over and beyond the call of duty" at the PBX, as well as work normally done at the PBX.

*Step 1.* This step is based upon the assumption that a PBX is located in the office of the school. Provide instructions in the operation of the PBX board and if possible have a rotation of work experience assignments until every student has learned how to operate the board.

*Step 2.* If the students taking this class have had shorthand as a prerequisite, have them "monitor" a telephone conversation by taking the conversation in shorthand. The telephone conversation can be prepared on a tape recorder and played back for the class exercise. The transcription would then constitute the "monitor" in written form.

*Step 3.* Utilizing the card file of prospective customers, prepared for Project 1, the students should now prepare rotary-file cards for their ready-reference telephone listing file. Step 3 of Project 1 might also be used here to stimulate another lifelike situation.

*Step 4.* Provide the students with a list of "Area Codes" necessary for long distance direct dialing and then simulate this experience in the classroom. (Dial telephones for practice may frequently be borrowed from the local telephone company.) Thus, for example, to dial a business in Dallas, Texas, from a telephone (PBX board) in Campbell, California, the person might dial as follows: 112 (connection with direct-dial equipment), 214 (area code for Dallas, Texas) WH 6-8749 (Dallas telephone number).

*Step 5.* Set up situations in which executives of various offices are out to lunch and the telephone operator on the PBX board is required to take the message plus the telephone number to be called when the executive returns.

*Step 6.* Provide an assignment whereby the PBX operator is required to keep a log of outgoing toll calls showing date, time, number called, person placing the call, and the charges. Later introduce the next month's telephone bill for the purpose of verifying these calls and also billing outside contractors who used the employing company's facilities.

*Step 7.* Place the student in the position of combination PBX operator-receptionist. As one of the requirements, the student should plan an executive's appointment calendar. Experience should be given in the receiving of visitors as well as screening them.

This project could continue with as many steps as time permits. Steps suggested here may be replaced by activities applicable to positions actually held by PBX operators in the school district.

## **Project 3**

A number of research studies have confirmed the need for practice in the use of various bookkeeping machines, calculators, and similar devices. Clerical office practice classes do give practical instruction on a number of these machines, but few, if any, unite the work of these machines into a businesslike procedure. This project envisions the utilization of these machines in a payroll problem.

*Step 1.* At least twenty-five or more time cards, fully punched and ready for computation, are given to each student to extend in preparation for work on a payroll. (These might

"Some teachers have developed integrated projects extending throughout an entire semester . . ."

*Step 2.* Payroll sheets are prepared for the listings of employees and the time they have worked according to the time cards. At this point, payroll extensions should be made with the supplemental assistance of the adding-listing machines, calculators, or other mathematical computers available.

*Step 3.* Depending upon the system selected and the materials available, posting from the payroll to the individual earnings records and the entering of these figures on the check stub should be accomplished.

*Step 4.* Cash due the employee should be cut into the check on a check writer. Checks spoiled should be voided, recorded in a "Voided Check Register," and replaced.

*Step 5.* The signature of the authorized officer should be added to the check with the aid of a check protector or written manually by students (a handwriting lesson opportunity).

*Step 6.* The checks should be verified against the payroll before "distribution" is made (handed to the teacher). Validation dates may be stamped on the checks.

Further steps may include the following: (1) additional payroll practice with corresponding entries on the earnings records; (2) formulation of the bookkeeping entries to record the payroll in the journal; (3) reconciliation of the payroll account against the bank statement at the end of the month; (4) examination of the endorsements on the back of the checks after they have been cashed and returned, with emphasis upon kinds of endorsements and their merits; and (5) preparation and payment of a "cash payroll."

#### Project 4

How much is effective integration of clerical time worth to a businessman? The minimum cost of clerical help is ordinarily \$1 an hour, \$40 a week, \$2080 a year! Apply this cost to a particular business, such as insurance, and this means that approximately \$16,640 in premiums is required to pay for one clerk. If this clerk is unable to follow the routine of the office, current company accounts become bottlenecked, necessitating one of the following solutions: (1) employ an additional clerk, doubling the salary outlay; (2) teach the owner of the business how to help with the "overload;" or (3) replace the ineffective clerk.

What does a clerk in an insurance office do? An efficient clerk performs the duties outlined in the following project, plus many additional ones; otherwise, the situation previously outlined will surely develop.

*Step 1.* Bill policyholders (four or five) for premiums due and prepare the new policies. (Some firms will contribute sample policies. Otherwise, forms may be prepared for this purpose. Business law, general business, or other classes can utilize the completed forms.)

*Step 2.* Enter the charges on customers' accounts receivable ledger sheets. Later, record the collection of the premiums. Discuss some of the possible actions of the agency if the premiums are not paid (follow-up, cancellations, reinstatements).

*Step 3.* Record the coverage in the line record. (The line record is an alphabetic listing of customers and coverages.)

*Step 4.* Set up the item in the expiration record. This step prepares the way for solicitation of the renewal of the policy.

*Step 5.* Prepare the daily report sheets to be sent to the insuring companies.

Additional steps dealing with such records as the insurance company ledger accounts, policy registers, earnings records, cash received and paid out, or expense detail sheets may be added for classes having a strong bookkeeping background.

#### Comparative Emphasis on Integration

Projects described here are intended only as examples of the kinds of integrated activities that are possible in the clerical office practice classroom. Some teachers have developed integrated projects extending throughout an entire semester, while many teachers have found a single class period adequate for learning the integration of some office tasks. The amount of emphasis to be placed on the integration of clerical duties must be decided in terms of local school and community facilities.

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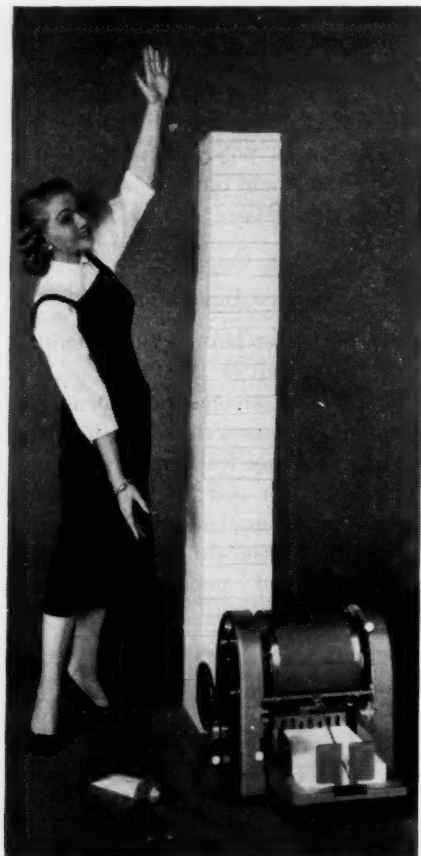
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# UNITED SERVICES

SHORTHAND

MARY ELLEN OLIVERIO, Editor  
Teachers College, Columbia University  
New York, New York

## DEVELOPING AND CHECKING SHORT-HAND READING SKILLS

*Contributed by Myrtle I. Hayes, Grants Pass High School, Grants Pass, Oregon*

HAVE YOU BEEN guilty of taking many minutes of the time of twenty-five to thirty-five students while one student is trying to read orally? That was my feeling whenever I would call for oral reading of shorthand plates, especially if the student had difficulty reading promptly.

The process of learning shorthand necessitates learning to *read* it. This skill cannot be tested adequately unless reading is done orally. (You could have them transcribe in longhand, but natural longhand writing speeds vary and would not give a true picture of reading ability.)

Perhaps you, too, have called on individual students to read orally while the remainder of the class followed silently. (Probably many of these were not following—they were reading ahead of or behind the one reading orally, or just dreaming.) Maybe you limited the time to three minutes for each student—which seems to provide a good sampling. To test a class of thirty students that way would require ninety minutes, with no time for comments. This would mean that nearly half of the week's class time would be required in order to have each student read *once* a week. There are many other things that need to be done which are perhaps more vital to real teaching. The time schedule in most of our schools simply could not accommodate such a practice.

After puzzling over this difficulty and many times neglecting oral reading more than I wanted to, I tried the following experiment. Each student received a copy of the Reading Progress Chart. Then, the students were grouped in pairs. If there was an odd number, the teacher completed the pair. One student used the key to the shorthand plates to check for errors and determine total words read, while the other student read from the shorthand plate. The "go" signal was given, and in low voices one-half of the students read while the other half checked the reading. After a given time, usually three minutes, time was called and the students' rates were figured by dividing the total words read by

the number of minutes. Then the process was repeated as the student who formerly read now did the checking for his partner's reading.

SHORTHAND READING PROGRESS CHART

Name \_\_\_\_\_

Date					
Rate					
Material read					
Errors					
Checked with					

Within ten minutes everyone in the room had read, figured and recorded his reading rate, and probably had a chance to compare his rate with friends and neighbors! It became a game among the students to see who read fastest that day. Needless to say, it spurred them to do better preparation for reading. And with charts before them, they could see their individual progress. After a few days, they could see their rates climb from perhaps eight to fifteen to twenty-five words a minute. In two distinct ways, it became a stimulant to better reading. And more class time was available for drill, presentation of new material, and so forth.

You may think the room was bedlam while the students were reading, but it was not. Each student soon learned to concentrate on his own task. Furthermore, no time was wasted while only *one* person read. Several reading rates should be averaged if a grade is given.

Very early in the year it may be best to permit the student checking the reading to assist if the reader hesitates too long in figuring out a character. This can be charged as an error.

Usually the students will be reading from material assigned the previous day. But occasionally it is well to go back to some older and easier material. This gives the student added confidence, because he realizes how

(Please turn to page 27)

# UNITED SERVICES

## TYPEWRITING

RUSSELL HOSLER, Editor  
University of Wisconsin  
Madison, Wisconsin

### PATTERNS OF SKILL DEVELOPMENT IN THE LEARNING OF TYPEWRITING

*Contributed by Simon A. Duchan, Williamsburg Vocational High School, Brooklyn, New York*

THE PROBLEM of how much learning time is needed for maximum development of speed and accuracy is of importance to the teacher of typewriting. The teacher should know whether progress in the mastery of the typewriter comes about through a regular pattern of growth or more rapidly at certain special stages. It would also be well to know when patterns of speed and accuracy are most likely to be set.

In an effort to shed some light on this problem, the contributor made a study of the performance of 700 regularly enrolled students in beginning typewriting at the Central Commercial High School in New York City. These students were customarily grouped by the school according to previous experience in typewriting and general ability.

Group One consisted of students who had studied typewriting in junior high school and who had obtained generally poor results in all junior high school subjects. They were given a double period of typewriting.

Group Two included students who had studied typewriting in junior high school and who had obtained generally good results in all junior high school subjects. They were given a single period of typewriting. Group Three had no previous typewriting instruction and was given two periods of typewriting.

Uniform tests of speed and accuracy were prepared and administered as part of a regular testing schedule. Neither teachers nor students knew the results were to be examined statistically. The only change from previous classroom procedures was the use of the same test for each of the groups. The materials for the tests were specially prepared to avoid the use of technical or unusually difficult words.

A very important feature of this study was the selection of teachers for the individual classes on a normal administrative pattern. No teacher was assigned to a particular class or group, and teachers frequently taught classes from two or more groups. The impact of different levels of teaching ability was thus reduced.

The tests were administered at the end of the eighth, tenth, and fourteenth weeks in accordance with the requirements of the course of study and consisted of five-minute copy tests. Scores were listed on the basis of speed and accuracy and no penalty or weighting was assigned for errors. The speed consisted of the number of strokes divided by five and reduced to a one-minute basis. Accuracy scores comprised the total number of

errors in five minutes. No check was made of the accuracy of the marking as reported by the teachers so that some variations in efficiency of marking could have existed. However, since the study was designed to reflect the normal classroom situation, the reliability of reported results was not investigated.

Analysis of the findings of Table I showed that the difference between the speeds of Groups One and Two were statistically significant. Further analysis of the results of Groups Two and Three showed a statistically significant difference.

TABLE I.—AVERAGE SPEED SCORES

Group	AVERAGE SPEED AT END OF		
	Eight Weeks	Ten Weeks	Fourteen Weeks
One*	29.03	30.90	35.77
Two**	21.46	23.60	26.88
Three***	20.88	22.93	30.44

\*Took typewriting in junior high school; generally poor grades in all subjects in junior high school; double period class.

\*\*Took typewriting in junior high school; generally good grades in all subjects in junior high school; single period class.

\*\*\*No previous typewriting instruction; double period class.

The conclusion to be reached from Table I is that the double period of typewriting produced better speed results than a single period. This finding is in direct contradiction with previous studies, which have tended to show no significant differences between the single and the double period of typewriting.

The explanation for this unusual result may be found first in the fact that all 700 students in the study went to the same school, had the same teachers, and were subjected to the same course of study. Other studies based on large numbers of students have made use of students from several different schools. In the second place, the absence of an experimental situation, including a control group, may have tended to reduce the effect of special motivation that frequently enters into experimental situations.

While the effect of the quality of teachers is not subject to exact measurement, it is generally agreed that differences in teaching ability do exist and that they may affect the results of any experiment. Since many of the teachers in this study taught classes from two or more groups, it is possible to counteract somewhat the effect of teaching differences.

The same statistical analysis of the difference of the means was applied to accuracy results (see Table II), and again it was found that the difference of the means between Group One and Two, as well as Group Two and Three, was statistically significant. The double period



of typewriting produced better accuracy results than the single period of typewriting.

TABLE II.—AVERAGE ACCURACY SCORES

AVERAGE SCORE OF ACCURACY AT END OF			
Group*	Eight Weeks	Ten Weeks	Fourteen Weeks
One	5.97	6.61	6.19
Two	7.07	7.02	7.41
Three	8.29	6.60	6.00

\*See Table I for explanation of grouping.

The constancy of the accuracy levels is of importance to the teaching of typewriting. Groups One and Two maintained about the same average level of accuracy from the eighth through the fourteenth week. This same pattern was found in individual classes within Groups One and Two. Thus, if a class in Group One or Two started with an average accuracy level of eight errors at the eighth week, it was found to have the same level of eight errors at the end of the fourteenth week. Other classes started with an average of four errors and concluded with the same level of four errors.

The apparent lack of consistency in the results of Group Three must be viewed in the light of the background of this group. The members had had no previous instruction. By the tenth week this group had reached the accuracy level of Group One, which similarly had a double period of typewriting. Once this level had been attained, the change was slight from the tenth to the fourteenth week.

An analysis of the individual class results among Group Three showed a striking consistency of results that was then proportionate. The more accurate classes remained more accurate from the eighth through the fourteenth week.

This interpretation suggests the possibility that a level of accuracy is established around the middle of the first term of typewriting and that it remains constant from then on to the end of the term.

The implication of this interpretation is that the teacher who manages to set a low level of errors during the early learning stages will find that this level will continue. If the standard of errors is high, it will tend to remain that way.

The average speed of Group One, shown in Table I, was 29.03 at the end of the eighth week while the average speed of Group Two was 26.88 at the end of the fourteenth week. These data indicate an answer to the question of whether any statistically significant difference in speed exists when the double and single period groups, both with a background of junior high school typewriting, are equated for hours of instruction. Thus, it was found that Group One had received substantially the same number of hours of typewriting instruction after eight weeks as did Group Two at the end of four-

teen weeks. The normal expectation would be that the results of the two groups should be the same, since total instructional time is the same.

Analysis showed, however, that the difference in mean scores was statistically significant. This suggests the conclusion that acquiring typewriting skill takes place more rapidly, in terms of speed, when the initial learning is concentrated.

The average accuracy score for Group One is seen in Table II to be 5.97 at the end of the eighth week while the score of Group Three was 7.41 at the end of the fourteenth week. The statistical analysis showed that the difference in mean accuracy scores was statistically significant.

#### In Conclusion

This situation lends further support to the belief that patterns of typewriting behavior are set early in the learning process and tend to remain fixed after that. It also reinforces the idea that the amount of time devoted to the early learning stages has a decided effect on subsequent typewriting performance.

From the findings and interpretations cited above, two conclusions are indicated: (1) the teaching of accuracy from the very earliest stages of the learning of typewriting will result in better accuracy by the end of the term; and (2) the learning of typewriting depends on a greater degree of instructional time provided at the beginning of the course.

#### Shorthand

(Continued from page 25)

much progress he has actually made. It may be advisable to indicate on the chart that this is old material. Also, after students have been writing shorthand for a while, have them read from their own notes and compare this with reading from the textbook.

If advanced students are doing homework practice from material which is marked with word counts, this device could be used to check on homework and to indicate where written shorthand needs improvement. At unannounced times, have the students read from their homework notes and record their reading rates. If they were unprepared, write across the chart for that day, "Not prepared." Have them date and label each day's material; then call on them, occasionally, to read from material that is two or three days old. Many will find their proportions need improvement.

Perhaps it should be stressed that with beginning students the slower student especially should be encouraged to watch his own rate increase. Do not permit the slower student to become discouraged because someone else is reading much faster than he. However, for most students a little comparison is a good stimulant.

# UNITED SERVICES

## BOOKKEEPING

ROBERT BRIGGS, Editor  
University of Washington  
Seattle, Washington

### "UPGRADING" BOOKKEEPING AT HIGHLINE HIGH SCHOOL

*Contributed by Velma Whitlock, Highline High School,  
Seattle, Washington*

IN THE PAST three years we have taken several steps in the direction of "upgrading" bookkeeping at Highline High School. We found that not only were many of the wrong students enrolled but the course was not attracting many of the right students. By "wrong," I refer to those either not interested or not qualified, or perhaps both; by "right," those with a real aptitude for the subject and who might choose accounting as a profession.

One year of bookkeeping was scheduled in the sophomore year as a requirement in business course. In conjunction with general business, it was used to meet the mathematics requirement for graduation. The first practice resulted in the enrollment of numerous students interested only in stenography, giving the course the reputation of being a "girl's" course—most boys avoided it. The second practice resulted in students enrolling who were poor in mathematics, who believed that anything would be easier than algebra or general mathematics. Obviously, a bookkeeping student should be at least average in mathematical ability. Another poor feature of this plan was that many sophomores are too immature to appreciate the values of the course, and its application or further study was too far removed.

The incorporation of bookkeeping into the curriculum in this manner did not attract students, particularly boys who possessed aptitudes and abilities suited to accounting. Knowing the need for accountants in both business and government, we have made these changes which we believe are bringing desirable results:

1. We now schedule one year of bookkeeping and accounting in the senior year and have placed typewriting in the sophomore schedule. The typewriter intrigues younger students; they see the immediate application of the skill and begin to make use of it at once. The two added years of maturity have produced a better quality of work and fewer drop-outs in bookkeeping. This plan has been in operation for three years.

2. Bookkeeping was removed from the business course (now entitled secretarial course) as a requirement. This has meant that girls interested in stenography only do not enroll in bookkeeping and that more boys are enrolling each year. As many as a third of some sections are boys this year where formerly there were two, three, or no boys.

3. It is no longer possible to use bookkeeping and general business to fulfill the mathematics requirement

for graduation, which has eliminated those who enrolled hoping it would be easier than a mathematics course. Bookkeeping students now have had at least a year of mathematics, which results in better quality of work. Since there is an apparent direct relationship between ability in these subjects, we have gone even further and suggested in our registration information a prerequisite of "C" or better in a mathematics course. Of course, a number of students who are low in mathematics persist in enrolling despite this suggestion. Last year we checked the records of students registering for bookkeeping and sent letters to parents of students with mathematics grades below "C." In the letters, we explained that experience had shown that students having difficulty with mathematics found bookkeeping too difficult and in many cases withdrew, making them deficient in credits for graduation. We mentioned, also, that unless we were specifically requested not to do so, their boy or girl would be scheduled in another course more suited to their child's ability. We received only four or five requests for the student to remain in the course.

4. What's in a name? This year we listed bookkeeping as "accounting" in the course of study. We realize this should be "bookkeeping and accounting" and we will list it that way in the future. To assist in removing some of the ideas that seem to have been associated with bookkeeping here at Highline, we are using this title temporarily.

5. Last year we offered a one-semester course in accounting to college preparatory students who felt they might be interested in accounting as a profession. It was presented during the last semester of the senior year. These students find it difficult to include business subjects of any kind in their schedules as they are filled almost to capacity with college entrance requirements in science, mathematics, and languages, as well as with state and local requirements for graduation. We also offer one semester of college or personal typewriting in the senior year which is sufficient to develop a skill that has become almost a necessity. These shorter courses can be worked into a full college preparatory course quite easily. By eliminating many repetitious problems and using no practice sets, the one-semester accounting course covers all the principles included in a full year high school course. Scores for identical theory tests of these students averaged as high as those taking the full year course. These changes are definitely bringing results. The ability of students enrolled in bookkeeping and the quality of their work is evidence that we have succeeded in upgrading bookkeeping and accounting at Highline High School.

FLOYD CRANK, Editor  
University of Illinois  
Urbana, Illinois

### PROBLEM SOLVING IN BASIC BUSINESS

*Contributed by Agnes Lebeda, Iowa State Teachers College, Cedar Falls, Iowa*

DO YOUR STUDENTS know how to use the library? the textbooks? the selected supplementary materials? magazines and newspapers? and community and school resources? These sources of information are essential elements in the problem-solving approach to learning. Fundamental to this approach are the purposeful activities of how to find, where to find, how to organize, how to analyze, how to interpret, and how to use data.

The problem-solving approach develops an inquiring mind and a basic objective of education, necessary for participation in a democratic, private enterprise society. This approach encourages the "look-it-up" and "find-out-about-it" habit, it encourages contributions from the slow as well as the rapid learner, and it encourages self-direction in high school students.

The first task in the problem-solving method is to determine how to attack the problem so that the investigation will be thorough and the conclusions will be logical and supported by evidence. The major steps in attacking the problem are: (1) define the problem in terms of the information needed; (2) analyze the problem through a series of questions; (3) divide the problem so each student or a small committee can work on a smaller problem; (4) identify the source materials; (5) find, analyze, and interpret the information; (6) arrive at a conclusion; and (7) consider other possible conclusions.

#### An Illustration of Problem Solving

A unit usually found in general business, consumer education, or personal finance is "Putting Money to Work." This unit has unlimited possibilities for teacher-student planning that will lead to problem-solving activities. Ordinarily, students will want to explore such areas as government bonds, stocks and industrial bonds, municipal bonds, investment companies, savings accounts, and the like. To determine the specific types of information needed, these broad areas are subdivided into kinds of stocks, advantages and disadvantages of ownership of stock, who invests in stocks, how to read a financial page, how to know a good stock, and many others.

The next task is to determine where and how to find the necessary information. For this purpose, the class may be divided into committees, or individual class members may work by themselves. Some of the information will be in the textbook, and students can learn to use the book as a source of information rather than as a

means of reading and studying a certain number of assigned pages each day.

The teacher should also have available materials from educational bureaus and institutes (business, industry, government, and financial publications), business magazines, and financial sections from local newspapers. Students may contribute some materials from their home.

Films may furnish information, and either the teacher or a committee of students may invite a local businessman to speak on some phase of investments. In addition, a visit may be made to a brokerage firm, if one is available, or to some other investment organization of local significance.

The teacher, through proper planning, can encourage the more apt students to find information about difficult questions and the slow learner to work with the questions within his range of ability.

After the students have gathered together information about their particular questions or problems, analysis through class discussion can be made as to attitudes and values toward, and advantages and disadvantages of, the different kinds of investments for different individuals, and even for society in general.

A problem-solving activity can be used further by the presentation of specific problems. For example, "Harold will be graduating from high school this spring. For the last year he has been working after school and on Saturdays at a service station. He plans to continue to work full time after graduation. His wages before deductions will be \$60 a week. He hopes to, and believes he can, save \$6 a week, but he is wondering how he should invest this saving. What would you advise him to do?"

Some of the students may be willing to share their future plans with the class for further discussion of a specific problem. These personal problems can result in meaningful learning, but the teacher must be careful to see that they do not become too personal because some students hesitate to share their personal affairs with everyone in class.

Through the use of problem solving activities, students experience group activity, and they discuss problems through natural participation rather than through a stilted pattern of questions and answers. They learn to listen, question, sort information, and arrive at conclusions through learning activities.

Problem solving is a pattern of teaching planned with and for the boys and girls. It can be used with any unit to be studied. Every teacher can experiment with several different procedures and arrive at a method of using the problem-solving approach that will yield the most satisfactory results.



# UNITED SERVICES

## DISTRIBUTIVE OCCUPATIONS

FORREST MAYER, Editor  
San Jose State College  
San Jose, California

### PRODUCT INFORMATION FOR HIGH SCHOOL SALESMANSHIP

*Contributed by Clair D. Rowe, Ball State Teachers College, Muncie, Indiana*

SALESMANSHIP is taught under many different titles and for varying periods of time. Some schools refer to the course as salesmanship; others teach it as a part of retailing or it may be included under the title of distributive education. Salesmanship in the secondary school business education program typically follows one of the following plans: a one semester culminating course or an introductory course in the distributive education program. Regardless of title, it may be assumed that salesmanship should be taught a minimum of two semesters or be a part of a complete distributive education program. If salesmanship is a preparatory course to entering the distributive education program, it would be advisable to shift the instruction of product information to the later more specific courses taken while the student is a part-time employee.

Product information is often omitted from salesmanship classes on the basis that it is impossible to foretell the product the student will be selling after graduation. Upon the basis of such reasoning, then, the bookkeeping teacher should omit special journals from bookkeeping instruction; the secretarial teacher should omit letter styles in secretarial practice. In both cases it is impossible to determine entirely what the demands of future employers will be. The absurdity of the situation is readily apparent.

Since product information is often omitted from salesmanship courses, we must assume that there are some valid reasons for its omission. The problems most often raised are the difficulties of (1) obtaining sources of product information, (2) selecting a method to be used in teaching, and (3) allotting the time required to teach the many products encountered in retailing.

#### Source Problem

Undoubtedly the most important problem of the three mentioned is where to find product information. Reducing or eliminating this difficulty will greatly minimize the other two. Smaller schools have experienced the greatest difficulty in this area. Often, both the school library and the public library are found lacking in sufficient references that will provide product information on such topics as hardware, paint and wallpaper, appliances, cosmetics, ready-to-wear, and the like. While the larger schools have more readily accessible materials, they are often limited to textbook sources. Product information presented in textbook form is usually more de-

tailed and technical than required by most retail salespeople.

#### Method Problem

The teacher who wishes to add product information to the course content of salesmanship must determine the method to be used for instruction. Much time is required of the student to search out and digest the somewhat technical data presented in most references. Often the end product of this research results in a manual on only a single commodity. The method is valuable as a learning device in research training; however, it has many weaknesses in the salesmanship class, such as (1) the time required to do the research, (2) the information is not always applicable to selling, (3) the experience and knowledge gained is limited in scope, and (4) the student often selects a romantic product (unless restricted by the instructor) rather than one he is more likely to be selling in his future job. A student who prepares such a manual on wool, for example, becomes well informed about this fiber, but much of the information may be unnecessary for selling wool. The knowledge gained may preclude necessary information about other fibers. A selling knowledge of all fibers, though less detailed, would be more beneficial to a retail salesperson.

Obviously using the above sources and methods demands much time. A dilemma arises as to how to teach other phases of salesmanship if the teaching of product information is to require a large amount of class time. To sacrifice one of these other areas for product instruction would be as inadvisable as to omit the latter altogether. The major problems of teaching product information are closely interwoven and arise primarily because of inadequate sources of information.

#### Solution of Problems

The task of providing instruction in product information has been greatly reduced if not actually solved by the efforts of educators in the distributive education field. Several colleges and universities have been actively engaged in producing materials to aid in this phase of retail selling instruction. The materials produced at the University of Minnesota consist of study guides that provide content outlines, assignments, and practical applications of product information for the student. By utilizing free and inexpensive materials, the cost of references may be kept to a minimum. The instructional materials provided by the University of Texas are, in most cases, complete manuals containing product information, exercises, and application to selling. These manuals differ from the typical merchandise manual, in that they are much broader in scope and contain less technical

*(Please turn to page 34)*

# UNITED SERVICES

## OFFICE STANDARDS AND COOPERATION WITH BUSINESS

J. CURTIS HALL, Editor  
Alabama Polytechnic Institute  
Auburn, Alabama

### DOLLARS AND CENTS OFFICE STANDARDS

*Contributed by Rodney Felder, Finch College, New York, New York*

"MARY JONES typewrites fifty-eight NWAM with three errors on a five-minute writing. She takes dictation at eighty WAM and produces mailable copy in a reasonable length of time." This is often the type of recommendation the business teacher sends to the personnel office of a company that would like to employ a high school graduate. This recommendation does not tell the personnel officer what he wants to know.

Businessmen are not interested in GWAM, NWAM, or in mailable copy. Businessmen want to know: How many letters will Mary Jones produce in an eight-hour day? Does she know how much it costs her firm each time she transcribes a letter from her shorthand notes, composes a letter at the typewriter, or prepares a stencil? Does Mary realize how much she costs the firm each time she takes an extra fifteen minutes on her coffee break, comes to work ten minutes late, gossips with her fellow workers, or wastes time in moving from one duty to another? Does she know how much money she throws in the waste basket when she discards that engraved letterhead stationery in preference to making a neat erasure?

Business teachers often make comments such as these: "Businessmen do not know specifically what standards they expect their employees to maintain. The standards of business are stated in general terms such as, 'We expect a full-day's work for a full-day's pay.'" Consequently, these teachers decide to wait for business to become more definitive. What they fail to realize is that business has been definitive. It does expect a full-day's work for a full-day's pay. Business also expects that each employee will realize what this general statement means. These *are* business standards. As business teachers, we have not interpreted what business has said. Most of us realize that business establishments operate not only to render a service to society, but also to earn a profit. One of the best ways to increase the margin of profit is to decrease overhead expenses. Today, in some industries, there is one clerical employee for every three employees engaged directly in production work. One of the best ways to decrease overhead expenses is to improve the efficiency of the clerical staff.

#### The Teacher's Responsibility

Business teachers must accept immediately the responsibility for helping students realize what is meant by a full-day's work. Students must learn how much it costs to compose a letter, to search for materials in the

file, and to transcribe their shorthand notes or to transcribe a tape, cylinder, or disc. Students must become aware of the cost of every operation in an office, from collating papers to writing letters. This awareness can be developed only if teachers assume their responsibility for making students *cost conscious*.

How will we foster this awareness of cost? Will we develop a unit entitled "Costs" and introduce it in the office practice class? Perhaps this would be the easiest solution. Then only one or two of the business teachers would have to be bothered with telling the students that a stencil costs twelve cents; an indirect process duplicator master, six cents; a ream of mimeograph paper, \$1.50; and so on. Unfortunately, the students probably will remember these figures, given to them out of context of production work, only from the afternoon before the final examination until twenty minutes after the examination. How, then, can we help our students understand and remember how much office operations cost?

Psychologists agree generally that we remember those things we see the need for remembering and those things that we use often. Thus, our job of teaching cost consciousness is a twofold one. First, the students must see the need for understanding how much it costs to produce a certain piece of work. Second, the student must be given practice in determining costs. Following are some suggestions which may facilitate this type of teaching.

#### A Plan of Attack

Each piece of equipment used in the business education classrooms should bear the price in an obvious place. During the bookkeeping laboratory period, it becomes an easy matter to point out repeatedly that an investment in the adding machine is not being used efficiently when the student spends minutes to add mentally his cashbook columns which he could add mechanically in seconds. The lesson will become even more dramatic and effective if the student finds that he has made an error in his mental calculation and has to repeat it. This opens the way for discussion of costly errors. The typewriting student who takes five minutes to prepare a carbon pack can begin to realize that investment in equipment is being wasted when he looks up and sees a \$200 label on the front of his machine. The proper handling of materials could then be discussed and practiced. A second figure on each machine, giving the average monthly cost of maintenance, may also encourage the student to take better care of the classroom equipment and later to take better care of regular office equipment.

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# UNITED SERVICES

## OFFICE STANDARDS AND COOPERATION WITH BUSINESS

In addition to *pricing* the equipment in the classroom, all the supplies used by the students should be labeled with the current price. As a student opens a quire of stencils, he should see the cost of each stencil clearly printed at the top. As he removes a new typewriter ribbon from its container, he should see the cost of the ribbon. As he takes a ream of duplicating paper from the supply cabinet, the cost of the paper should be the first thing he sees. Constant awareness of the cost of supplies should help the student realize that he must make efficient use of materials.

With increased costs of labor, the supplies and equipment used in completing a clerical job may be the least expensive item. Today, the cost of the workers' time determines to a large extent the total cost of clerical activities. Therefore, students must realize how much of their time—in terms of dollars and cents—is expended in completing every job they are asked to do. The girl who expects to earn sixty dollars for a thirty-five hour week should realize that it would cost her company slightly more than eighty-five cents for her to typewrite an average letter if she takes half an hour to complete it. The business correspondence student who takes an hour to compose a simple letter of adjustment should be aware that this letter would cost her company \$1.50 if she were earning just \$52.50 a week.

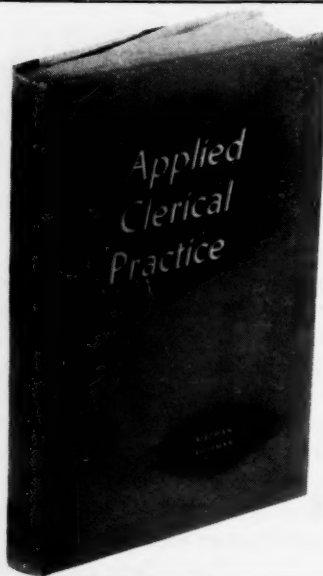
### A Standard for the Individual

How can we make our students aware of the dollars and cents they are costing their companies if they continue to produce at the rates described in the preceding paragraph? Each student should become familiar with

the current salary of the position for which he is preparing. Each time he completes a job, he should be taught to record how much his job would have cost an employer. For instance, if it takes the girl who is preparing to become a file clerk twenty minutes to file cards and she expects to earn \$1.50 an hour, she should record fifty cents as the cost of completing that job. Daily, or weekly, the teacher and student can evaluate the productiveness of the student in terms of dollars and cents. If the student would not be an efficient employee at his present rate of productivity, what steps can be taken to correct the situation? Are waste motions costing money? Is time wasted between jobs? Is remedial skill building needed? Can the student follow directions accurately and rapidly? Continued work on the part of the student should be directed at improving his efficiency—in cutting down the cost of his labor to the prospective employer.

Evaluation of student progress becomes meaningful when based on dollars and cents standards. The student who cuts from seventy-five cents to twenty-five cents the cost of labor involved in typewriting a letter realizes his progress and receives a feeling of accomplishment. Under traditional methods of evaluating productivity, the student who had made this much progress would receive an "A" rather than a "B" for his five-week grade. However, the student, like the employer, is much more aware of the value of a dollar than the value of an "A" or a ninety-five per cent.

The creative teacher can and will develop many more methods of helping his students meet dollars and cents office standards.



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DOROTHY VEON, Editor  
The Pennsylvania State University  
University Park, Pennsylvania

## WHAT I SAW IN BUSINESS EDUCATION IN WESTERN EUROPE

*Contributed by Elizabeth T. Van Derveer, New Jersey  
State Teachers College, Upper Montclair, New Jersey*

THE GENERAL PATTERN of European education is summarized very well in "A Look Ahead in Secondary Education, Education for Life Adjustment," a U. S. Department of Health, Education, and Welfare Bulletin.

If secondary education in America had followed the pattern of education developed in Western Europe, each community would likely have four types of schools: a classical high school; a high school emphasizing modern language, science, and mathematics; a commercial high school; and a technical high school. Since co-education would not be tolerated, the community would have separate high schools for boys and girls or a total of eight high schools instead of the four listed. In addition, vocational schools would provide part-time and continuation-school opportunities for youth not in attendance at the other schools. Vocational schools could exist only in large centers of population, and only a small percentage of the total youth group would be enrolled. Small communities would establish boarding schools. In most instances, decisions regarding the type of high school to be attended would be made at age 11.

Insofar as business education is concerned, several conditions stand out as "different."

*One*, frequently business education is postponed until the student has completed higher elementary education when he may study business in a vocational school, in a private business school, or enter the university provided he has met the entrance requirements. If he enters the university specializing in business, he will study accounting and economics and may prepare to become a teacher in these areas. If he enters the vocational school, again after meeting very special requirements, he may study for clerical, accounting, or secretarial work. In most European countries, the vocational school student is above 15 and has proved his capability for this type of work by completing his higher elementary education. Some vocational students have started to prepare for the university and because of financial reasons switched to a vocational school. From all the information that could be gathered, the business students are far more mature and have a higher scholastic record than the high school student in the United States.

Their background of required participation in selective examinations from the age of eleven prepares them for study and places them constantly in highly competi-

tive classroom situations with highly selected students. As an example, in a vocational school students study stenography in their own language and also in at least one other language, possibly two. This of course means that they also study more than one language. Many times, the secretarial subjects are taken in addition to the school's required academic program.

*Two*, the apprenticeship program for mature students who have completed higher elementary education, usually not before age fifteen, is a very strong program. Some of the apprentices, undoubtedly, could be likened to the sixty per cent talked about in the Life Adjustment Program in the United States—those who are bored with school and anxious to work. The apprentice system, supported as it is by business, often the local Chamber of Commerce, is a good answer for these educational misfits. By law in some countries, they must attend school some time during the week. This requirement frequently leads them to one of the many continuation courses, or to adult evening classes. Usually they may not prepare for the university (except in individual cases) but their education can continue for many years.

*Three*, the preparation of the skills business teacher is usually by way of the private business school and work experience. Professional courses are added when the office worker has decided she (most skills teachers are women) would like to teach. For a degree, provided the elementary and higher elementary background of the applicant is satisfactory, the skills teacher must specialize in accounting or economics or both as these are the only business subjects offered in a program of higher education. Actually, this condition creates somewhat of a split between the degree-carrying accounting and business administration professor and the non-degree-carrying skills teacher.

*Four*, the program for business education in the various school systems invariably includes business correspondence of a rather formal nature. General business subjects—consumer education and introduction to business—usually were missing.

*Five*, the rigid system of examinations at the various levels of education seemed to require that most teaching and studying is done in preparation for the next "exam."

*Six*, the younger apprentices, usually clerical, enter employment with frequently no preparation in office procedures and no marketable office skill. No concern was evident on the part of the employers who apparently expect to teach office skills and be patient with the individual while he learns on his own.

Some of the schools visited were, as in the United States, outmoded; the newer buildings were extremely

EDITOR'S NOTE: Dr. Van Derveer was one of a group from New York University traveling through Western Europe studying business education. The itinerary included the Annual International Economics Course sponsored by the International Society for Business Education and held in Austria.

# UNITED SERVICES

## INTERNATIONAL

modern, beautifully planned, and complete. However, office equipment for educational purposes was limited. Much of the machine instruction is done through demonstration; actual practice is reserved for on-the-job training. Practically no electric typewriters were in use; this was also true in many offices.

Unfortunately, it is quite evident that there must be many boys and girls of good intelligence whose educational opportunities are limited merely because they do not live near an educational center—that only the most determined of these will achieve the education they could use.

Several different businesses were visited. In most cases, the apprentice system was being used. Questions about the apprenticeship program and the employment situation were answered with optimism in spite of the numbers of young people migrating from one country to another in search of better pay and fewer hours. Few employers anticipated that the somewhat low salaries being paid apprentices during their apprenticeship would deter future apprentices from the programs offered. Neither did they see any threat from the broadening educational programs being proposed.

### Distributive Occupations

(Continued from page 30)

information. The materials are designed to give the student a working sales knowledge of the product. Since the specific information is contained in the same manual as the exercises, much time is saved in locating and gathering the information.

When a student has completed an area of product instruction using the sources mentioned, he has a manual of information covering many related products. This information has been acquired by the student with a minimum of time invested in research, and the experience gained should have transfer application to other merchandise. Thus the student will not be required to spend a great amount of time on any one product and he can study several areas during the course. Utilizing these materials and methods of instruction in product knowledge should provide a means of teaching a vital part of the course, and yet not monopolize the entire term at the expense of other phases of salesmanship.

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Here is a plus book emphasizing integrated general office procedures and skills, except those dealing with dictation and transcription. CLERICAL OFFICE PRACTICE is designed for the nonstenographic student when two office practice courses are offered or for all students when only one course can be given. Additional emphasis is placed on personality development and desirable work habits. A correlating filing practice set, a workbook, and a set of achievement tests are available.

### SECRETARIAL OFFICE PRACTICE

*Fifth Edition*

By Agnew, Meehan, and Loso

A book that integrates and correlates all the related stenographic, secretarial, and general office skills and knowledge that are necessary in a well-rounded training program for office occupations. SECRETARIAL OFFICE PRACTICE provides a know-how of office procedures which can become the opening wedge for initial office employment and future advancement. A correlating workbook, a filing practice set, and a set of achievement tests are available.

FILING OFFICE PRACTICE, Second Edition, can be used with both SECRETARIAL OFFICE PRACTICE and CLERICAL OFFICE PRACTICE.

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### CRUBEA Delegates Meet

Delegates from the Central Region of the UBEA met recently with the Wisconsin Business Education Association in Milwaukee. At the close of the joint session, the delegates held the annual fall business meeting. Lewis Toll, Illinois State Normal University, Normal, presided at the CRUBEA session. In addition to the delegates from the UBEA affiliated associations in the central states, Dorothy Travis, UBEA president, participated in the meetings.

The major purpose of this meeting was to answer questions concerning the UBEA activities, explain the services, and encourage increased participation in the broad program of professional activities. Delegates from the affiliated associations exchanged ideas on the programs carried on by their respective state organizations.

Members of the Wisconsin Business Education Association joined the CRUBEA delegates at the 10,000 Club Breakfast. Lorraine Missling, past president of the association, assisted with the program.

In addition to President Travis and Chairman Toll, representatives of the UBEA National Council and delegates of the affiliated state associations who attended the CRUBEA executive sessions in Milwaukee were: E. L. Marietta, Michigan; James Blanford, Iowa; R. L. Rupple, Wisconsin; William Becker, Minnesota; Dean Anderson, St. Louis Area and Missouri; Lynn Gilmore, Chicago Area; Mary O. Houser, Ohio; Gaylord L. Aplin, Wisconsin; Lorraine Missling, Wisconsin; and Russell Hosler, Wisconsin.

The spring meeting of CRUBEA is scheduled for March 29 in Columbia, Missouri. The delegates will meet with the Business Education Section of the Missouri State Teachers Association.

### Outstanding Educators Scheduled for Convention

The reservations received for the Joint Convention of the UBEA Divisions indicate that the February meeting will be outstanding. Again, the sessions will be held concurrently with the convention of the American Association of Colleges for Teacher Education, a Department of the NEA, at the Conrad Hilton Hotel in Chicago on February 20-22.

Henry H. Hill, president of George Peabody College, Nashville, Tennessee, will give the major address at the fellowship luncheon. His topic is "The Happy Balance." UBEA's president, Dorothy Travis, Central High School and University of North Dakota, Grand Forks, will preside at the luncheon session.

John L. Rowe, president of the National Association for Business Teacher Education, has announced that a special feature of the 1958 NABTE convention program will be the first Distinguished Lecture in Business Teacher Education to be presented by Paul S. Lomax, Professor Emeritus of New York University. "Business Teacher Education and the Missile Age" is the title of this lecture.

This lecture will be presented at the opening of the convention at the Conrad Hilton Hotel on Thursday afternoon, February 20. It is planned that the lecture will be published and distributed to all members of the Association. The NABTE Executive Committee plans to feature the "Distinguished Lecture" series as an annual affair.

Thursday night's program sponsored by the Administrators Division will feature a panel on "Vital Issues in the Administration and Supervision of Business Education." The program has been arranged by Parker Liles, Georgia State College of Business Administration, Atlanta, Georgia.

Participating on the panel will be Mary Alice Wittenberg, City Schools, Los Angeles, California; Lloyd Douglas, Iowa State Teachers College, Cedar Falls; Frances Doub North, Western High School, Baltimore, Maryland; and Jesse Black, University of Utah, Salt Lake City. Discussion circles will draw up recommendations for a statement of policy to be published by UBEA.

The International Division will present J. Marshall Hanna, The Ohio State University, Columbus, Ohio, at its general session on Friday afternoon. Anna Eckersley, Teachers College of Connecticut, will serve as chairman.

J. G. Umstattd, professor of secondary education, University of Texas, Austin, will address the Research Division. Dr. Umstattd will discuss the findings and plans of the Commission on the Experimental Study of Staff Utilization. Discussion circles will explore areas in business education that should be researched so as to contribute more concretely to the current planning and trends in education.

Joint sessions with the AACTE are scheduled for Friday night and Saturday morning. The convention will close with the annual business meeting of NABTE, the Teacher Education Division of UBEA.

A full schedule of committee meetings for members of the National Council for Business Education has been planned by UBEA's President, Dorothy Travis, in connection with the convention. The first two groups, the Administrative Committee and the Budget Committee, will meet on Wednesday, February 19. The Administrative Committee is composed of the UBEA officers.

Thursday morning has been reserved for the meeting of executive committees of the UBEA Divisions. Friday's schedule calls for meetings of eight committees—Publications, Evaluation of Secondary School Standards, Ethics, Handbook (Sections I and II), Federal Relations, Membership, and Nominating.

The National Council for Business Education will open its annual meeting on February 22. Suggestions from members for improving the services of the UBEA and for carrying out the aims of the Association are welcomed. They should be sent to the executive director or the UBEA president for presentation to the appropriate committee of the Council.

### NEA CORNER

● Good teaching is the focal point for the two conferences for educators in the Northwestern states. These meetings, sponsored by the NEA and the state education associations, are scheduled for Boise, Idaho, February 16-19, and Portland, Oregon, February 19-22.

Addresses by outstanding national leaders and presentations of success stories, pioneering techniques, demonstrations, and clinics will highlight the conference.

There will be skilled practices sessions during which time individual teachers can sit down and talk over particular problems with the consultants.

Four persons have been named to represent the UBEA at these conferences. They are Lucille S. Borigo, Taft High School, Taft, Oregon; Mayme LaVoy, Stayton Union High School, Stayton, Oregon; Easter Geertsens, Boise Senior High School, Boise, Idaho; and Clisby T. Edlefsen, Boise Junior College.



## IN ACTION

### Announcing the

#### 1958 PROFESSIONAL AWARD

The Smead Manufacturing Company of Hastings, Minnesota, in cooperation with the United Business Education Association, announces the 1958 professional award available to business education graduates. The UBEA-Smead Award Program, now in its fourth year, has received national recognition as an outstanding contribution to business teacher education.

The award is to be made to the outstanding graduate of the business education curriculum at each teacher education college or university which is a member of the National Association for Business Teacher Education.

The UBEA-Smead Award for Outstanding Achievement consists of:

1. A one-year professional membership in UBEA. This membership is for the Comprehensive Service and includes full active privileges in the united associations and the four UBEA Divisions plus a year's subscription to BUSINESS EDUCATION FORUM, THE NATIONAL BUSINESS EDUCATION QUARTERLY, bulletins, and special releases.
2. A bound volume of the BUSINESS EDUCATION FORUM covering the publication year to be completed in May.
3. A special leather-covered binder for filing issues of the FORUM for future reference. The winner's name will be embossed in gold on the cover of the binder.
4. An attractive Award of Merit certificate suitable for framing.

The sponsors sincerely hope the award will help to stimulate professional interest and development through active participation in professional organizations.

Representatives of the NABTE member schools should select their candidate now. This will insure delivery of the embossed binder and contents prior to graduation. Please send the nomination not later than March 1 to Hollis Guy, Executive Director, United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The UBEA-Smead Award for outstanding achievement as a student in business education meets a long standing need for an award with a truly professional emphasis. Be sure to take advantage of it. Act now!

### WBEA Convention Announced

Brainstorming, a method of solving problems currently used by business and other groups, will be introduced into the program of the Western Business Education Association. This regional association is holding a joint meeting with the California Business Education Association at Asilomar, California, on March 29-31.

Following a demonstration of the brainstorming techniques by a panel, business education problems will be "tossed out" to twelve groups of participants for consideration.

Guest speakers for the convention include Herman Enterline, Indiana University, Bloomington; and Harold Spears, Superintendent of Schools, San Francisco. UBEA President, Dorothy Travis, Central High School and University of North Dakota, Grand Forks, will preside at the 10,000 Club Breakfast and the UBEA Representative Assembly.

Group sessions in twelve subject areas are scheduled. Entertainment, exhibits, tours, luncheons, and dinners are among the other features. More complete details of the convention will be included in the March issue of the FORUM.

### April Through June Designated as NBETesting Time

April, May, and June are the months designated for administering the National Business Entrance Tests sponsored by UBEA in cooperation with business organizations. These are also the months in which the official scoring service of the Joint Committee on Tests is available. Therefore, the second semester with its approaching graduation, initial employment of graduates, and plans for the next school year, offers an ideal time for use of this important testing service.

The National Business Entrance Tests, a non-profit professional service to business educators and businessmen, is now in its twenty-first year of operation. The service, conducted by the Joint Committee on Tests, provides (1) a means of evaluating the business education instructional program, (2) a means of assigning an evaluation mark to the business education graduate, and (3) a means of giving the prospective employer an indication of the employability of the graduate. The five NBETests are available for testing proficiency in stenography, bookkeeping and accounting, typewriting, general office clerical, and machine calculation. A general business fundamentals test is provided for each examinee.

The test items are prepared by competent specialists in each subject. Under the supervision of a test construction expert, the examinations have been subjected to adequate tryouts and statistical treatment to insure validity of the tests.

There are two series of the NBETests—one for general testing and the other for official testing. The General Testing Series, intended for both school and office testing, may be scored by the examiner. The Official Testing Series requires about two class periods to administer. These tests are graded at one of the NBET Official Scoring Centers and the

results are made known only to the testing center sponsor (the business teacher or a designated school official) within two weeks from the time the tests are mailed. National norms have been established for both the General Testing Series and the Official Testing Series. A "short form" test is also available in stenography and in typewriting.

The NBET procedure is simple. All that is required to establish an Official Testing Center is to have a minimum of five examinees, a teacher or school official to act as official sponsor, and an application to the Joint Committee on Tests requesting permission to participate in the program. One school may conduct the Center, or several schools may join in bringing their examinees together to constitute an Official Center. The operation is simple and the results gratifying.

Methods of paying for the NBETests service vary from school to school. In some schools, the examinees themselves pay for the testing service. At other schools, funds are allocated to the school or business department by the local board of education; in still other schools, the National Office Management Association and other business and civic organizations underwrite all or part of the costs. In some chapters of the Future Business Leaders of America, the National Business Entrance Tests constitute an important part of the activities program.

A Review Set of the six tests and accompanying manuals is available at \$3.00 for the set. For more information on the NBETests, the certificates of proficiency, the Testing Centers, and the Scoring Centers, please write to the United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., or use the Clip 'n Mail coupon on the wrapper of the FORUM.

# AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

*The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA region which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.*

## WESTERN REGION

### Montana

Mary Riley, Billings, was elected president of the Montana Business Teachers Association succeeding Paul Rohnke of Augusta. She was also chosen as the Montana delegate to attend the Western Business Education Association convention in California March 29-31, 1958. Ed Miller, Missoula, was named vice president; Dorothy Reichman, Park City, secretary; and Ann Wiles, Willow Creek, treasurer.

The association met in Great Falls in conjunction with the convention of the Montana Education Association. Speakers for the meeting were Fred Winger, Oregon State College, Corvallis, and Mary A. Stewart, San Francisco, California. The theme of the convention was "Let's Go Electric." Billings was chosen as the site of next year's meeting.

## EASTERN REGION

### New Jersey

A coffee hour opened the annual meeting of the New Jersey Business Education Association. The panel discussion on "What Contributions Should Business Education Be Making to the Total High School Program?" highlighted the session.

Panel members were Edwin L. Martin, president, State Teachers College, Trenton; G. Frank Zimmerman, principal, Cranford High School, Cranford; Bernard Reed, vice principal, Morristown High School, Morristown; Mollie Redden, former school board member, Cranford; and Moderator Gilbert Kahn, chairman, Business Department, East Side High School, Newark.

Harry W. Lawrence, president of the association from Cranford High School, presided at the meeting.

Members of the Planning Committee for the Eastern Region of UBEA met in conjunction with the state association meeting.



**ILLINOIS . . .** While preparing for the annual meeting, members of the executive board of the Illinois Business Education Association took time out to pose for this photograph. They are: (seated) Ralph Mason, treasurer; Gladys Bahr, first vice-president; Harves Rahe, president; Clela Whitacre, second vice-president; Herbert Ross, secretary; (standing, second row) Mary Downen; Helen Barr; Doris Howell Crank; Ada Songer; Inez Giesecking; John Beaumont; (standing, third row) Robert Stickler; James Giffin; and William Swearingen. Cyril Johnson and Warren Polley are not in the picture.

## CENTRAL REGION

### Chicago Area

Elvin Eyster, Indiana University, will be the guest speaker at the monthly meeting of the Chicago Area Business Education Association. The meeting is scheduled for noon on February 22. All persons attending the meeting of UBEA Divisions are cordially invited to attend the luncheon session at Marshall Field's Department Store. Reservations for the luncheon may be made at the UBEA-NABTE registration desk at the Conrad Hilton Hotel on February 21.

### Illinois

A full program of activities has been planned for the annual convention of the Illinois Business Education Association. The meeting is scheduled for St. Louis on February 27, 28, and March 1. Paul S. Lomax, professor emeritus of New York University, is the speaker for the first general session. A teaching demonstration in typewriting by Leonard West of Southern Illinois University, Carbondale, follows the address.

Thursday evening will be devoted to social activities. Three divisional group

meetings are scheduled for Friday morning. (1) A demonstration of techniques and devices in teaching shorthand will be given by Arnold Condon, University of Illinois. (2) Thelma Phillips will tell about techniques in the teaching of book-keeping. (3) The cooperative business education group will hear a report on in-service training.

Robert E. Slaughter, Gregg Publishing Division, McGraw-Hill Book Company, will be the principal speaker for the Friday luncheon. Later that afternoon, a panel headed by Floyd Crank, University of Illinois, will present teaching techniques in basic business education.

Problem clinics have been scheduled for Saturday morning on teacher recruitment, teaching modern business machines, shorthand, transcription, clerical practice, supervision of student teaching, problems in typewriting, and cooperative business education.

### Missouri

"Sputnik in the Classroom" was the topic of the keynote address at the meeting of the Business Education Section of the Missouri State Teachers Association in St. Louis. Robert J. Schaefer, Director, Graduate Institute of Education, Washington University, St. Louis, was  
(Please turn to page 38)

## IN ACTION

the speaker. He emphasized the importance of the application of the behaviorial sciences to the analysis of education problems.

Officers elected for the coming year were James C. Snapp, Southwest Missouri State College, Springfield, president; Mary Massey, Herculaneum, vice president; Wilma Sullivan, North Kansas City, secretary; and Lucas Sterne, Central Missouri State College, Warrensburg, treasurer. Merea Williams, University of Missouri, Columbia, is the UBEA Membership Chairman.

The Annual Spring Conference is scheduled for March 29, 1958, at the University of Missouri, Columbia. This group will be meeting concurrently with the Central Region UBEA Representative Assembly.

### CONVENTION CALENDAR

#### National Meetings

Joint meeting of UBEA Divisions—National Association for Business Teacher Education, UBEA Research Foundation, Administrators Division of UBEA and International Division of UBEA—Conrad Hilton Hotel, Chicago, February 20-22.

Future Business Leaders of America, Kansas City, Missouri, June 15-17.

United Business Education Association, Cleveland, Ohio, June 30-July 1.

#### Regional Meetings

Western Business Education Association, Asilomar on the Monterey Peninsula, California, March 29-31.

Central Region, UBEA, Columbia, Missouri, March 29.

Eastern Region, UBEA, New York City, April 26.

Mountain-Plains Business Education Association, Rapid City, South Dakota, June 19-21.

#### State and Area Meetings

California Business Education Association, Asilomar, March 29-31.

Chicago Area Business Educators Association, February 22 and March 22.

Georgia Business Education Association, Atlanta, March 22.

Illinois Business Education Association, February 27-28, March 1.

Missouri State Teachers Association, Business Education Section, Columbia, March 29.

### MOUNTAIN-PLAINS REGION

#### South Dakota

Two regional meetings were held by the South Dakota Business Education Association—one at Mitchell and the other at Rapid City.

F. V. Unzicker of South-Western Publishing Company spoke on "New Trends in Business Education" at both meetings. He cited the changes that have taken place in the thinking and in the teaching of business subjects in recent years.

Both regions had panel discussions covering "What the College Expects of the High School Business Graduate," "What the Public Expects of the High School Business Graduate," and "What Business Expects of the High School Business Graduate."

President Lillian Simonette, Huron High School; Vice President Marvin Schamber, Southern State Teachers College; and Treasurer and UBEA Membership Chairman Thelma Olson, Brookings High School, attended the eastern regional meeting. Secretary H. F. Spiry, Mobridge High School, and immediate Past President Pauline Pearson, Rapid City High School, attended the western regional meeting.

UBEA members were given special UBEA tags to wear showing they were active members of the national association. Two candidates were nominated to be balloted upon later to represent the state organization at the UBEA Representative Assembly. The nominees are Thelma Olson and Pauline Pearson. Georgeann Dykstra reported to the eastern regional meeting on the Dallas Convention.

Arnold Herbst, First Methodist Church, Mitchell, spoke to the conventioners at the eastern meeting and Miss Mark Lark to those at the Western meeting. The next meeting scheduled will be a statewide meeting in the Fall of 1958.

#### North Dakota

John Rowe, University of North Dakota, Grand Forks, president of the National Association for Business Teacher Education, spoke to the members of the North Dakota Business Education Association at their annual meeting. J.

Bernard Busse, State Teachers College, Minot, acted as chairman of the meeting.

O. M. Hager, State Supervisor of Business Education, and Dorothy L. Travis, of Grand Forks, President of the United Business Education Association, presented the new state course of study in business education. A report of the Centennial Celebration for Business Education and the UBEA Representative Assembly of the Mountain-Plains Region held in June was given by O. A. Parks, Bottineau.

New officers elected at the meeting were Norris Jensen, Minot High School, president; Herbert Suelzle, Edgeley High School, vice president; Jean Solberg, Rugby High School, secretary; and Pearl Stusrud, State Teachers College, Minot, treasurer. Norris Jensen, Minot was elected as the North Dakota delegate to the UBEA Representative Assembly to be held in Rapid City on June 19-21, 1958.

The cooperative education section was reactivated by a group of business educators during the convention. Increased activity on the part of student organizations is the aim of the organization for the coming year. Officers elected were Jean Jacobson, Grafton High School, president; Mabel Hartje, Jamestown High School, president-elect; and Dorothy L. Travis, Central High School, Grand Forks, secretary.

#### Oklahoma

The adoption of two resolutions and election of officers highlighted the business session of the Oklahoma Business Education Association fall meeting.

Official sponsorship of the Oklahoma State Chapter of the Future Business Leaders of America by the OBEA was approved as was the resolution that a workshop be sponsored to develop a revised state syllabus for business education at the secondary level. The latter project is to be worked out with the State Department of Education.

Gerald Porter, University of Oklahoma, Norman, was elected president to take office January 1, 1958. Others elected were Veda Gingerich, Will Rogers High School, Tulsa, vice president; and Gene Loftis, Central State College, Edmond, secretary-treasurer.

H. G. Enterline, Indiana University, Bloomington, addressed the group.



# The Southern News Exchange

Published by the Southern Business Education Association, a Region of UBEA

Volume VI

February 1958

Number 2

## Convention Highlights

WELCOMED to the Bluegrass State by Ethel M. Ploek, local chairman, business educators from the Southern Region gathered on Thanksgiving Day for the first major event of the Thirty-Fifth Annual Convention—the Fellowship Dinner. The SBEA president, Harry Huffman, officially opened the convention held at the Brown Hotel in Louisville. Theodore Woodward, first vice president, was toastmaster for the occasion and introduced the speaker, Charles B. McFee, Jr., executive vice president and general manager of the Automotive Association of Virginia. Mr. McFee employed most effectively a role-playing adaptation of his address as he demonstrated each of what he termed "The Many Hats in Human Relations." Whether posing as the aggressive pioneer or debonair salesman, the key to his personality was the hat he wore. Introducing many different types during the evening, Mr. McFee struck a masterful note as he donned a black homburg, emblem of the power of decision and conviction of belief. Thus, he challenged the educators to do likewise when faced with the choice of accepting democratic compromise or holding to a firm conviction in what they believe.

To complete an evening of good fellowship and fun, conventioners assembled for the Kentucky Open House. Music, prizes, get-acquainted games and activities were directed by Kentucky's affable FBLA State Chapter president, Jerry Severn, from Paducah, serving as master of ceremonies. UBEA-SBEA were honored by having their presidents, Dorothy Travis and Harry Huffman, commissioned Kentucky Colonels, with James L. Sublett, assistant superintendent of instruction in Kentucky, making the presentation as the personal representative of Governor A. B. Chandler.

Earlier convention activities began with a meeting of the Executive Board on Wednesday evening. Committee reports were read and the final details regarding convention plans were completed. The UBEA 10,000 Club Breakfast on Thanksgiving morning was an informational session devoted to good fellowship, the presentation of members of the UBEA-SBEA working force, and the reports of state representatives. Dorothy Travis, president of UBEA, coming from



SBEA . . . Harry Huffman (second row, extreme left), president of SBEA, conducted the installation services for the 1958 officers and new state representatives. Present for the service were: (front row) Ethel Hart, regional membership chairman; Ruth Carter, Arkansas representative; Evelyn Gullledge, Alabama representative; Eleanor Patrick, secretary; (second row) Dr. Huffman, Theodore Woodward, president; Hulda Erath, second vice-president; Vernon Anderson, treasurer; and Z. S. Dickerson, first vice-president.

Grand Forks, North Dakota, presided at the UBEA Representative Assembly held later in the morning. Of first importance among the reports heard by this group was the expansion of UBEA services through the addition of staff members DeWayne Cuthbertson in publications and Barbara Humphrys in FBLA.

During the early afternoon, J. Curtis Hall of Alabama Polytechnic Institute presided at a special demonstration of typewriting equipment given by Franklin H. Dye of Port Chester, New York. SBEA members, guests and exhibitors were entertained at a reception in the late afternoon. Gertrude Caswell and Alice Money of Louisville, were hostesses. Music for the occasion was furnished by Pauline Buford, pianist, Louisville. Members of the SBEA's official family and visitors in the receiving line were: Virginia Ackman, president of KBEA; Mr. and Mrs. Ploek, Louisville; SBEA President Harry Huffman and Mrs. Huffman; Dr. and Mrs. Theodore Woodward, Nashville, Tennessee; Dr. and Mrs. Z. S. Dickerson, Florence, Alabama; Eleanor Patrick, Chester, South Carolina; Mr. and Mrs. Vernon Anderson, Murray, Kentucky; John Raglan, New York; EBTA President, Paul Boynton; UBEA President, Dorothy Travis;

Mr. and Mrs. L. H. Diekroeger, St. Louis, Missouri; Barbara Humphrys, Washington, D. C.; Charles McFee; and Bernard Shilt, Buffalo, New York.

The FBLA Breakfast on Friday morning was well attended. Forty-six interested and inspired FBLA leaders met at this time so they might become better acquainted with each other as well as with the whole FBLA program.

President Huffman called the first general session to order at nine o'clock. The invocation was given by the Rev. Joseph L. Leggett of Louisville. Maxie Lee Work, University, Mississippi, representing SBEA, responded to greetings which were extended the visiting educators by Richard Van Hoose, superintendent of Jefferson County Public Schools, and William Coslow, assistant superintendent of Louisville Public Schools.

Robert E. Slaughter, vice president and general manager, Gregg Publishing Division, McGraw-Hill Book Co., Inc., New York City, was featured as the keynote speaker. Addressing the assembly on "New Developments in Science and Business," Mr. Slaughter pointed to the increasing emphasis on research today and the almost fantastic new developments which science has wrought in agriculture, industry, medicine—in fact,

upon man's whole being and pattern of living. His challenge for business education teachers is that they do not neglect education for business—rather that they apply the principles of research to increase the productivity and leadership in business. This session was concluded with a brief business session, announcements, and the election of officers for 1958.

Four divisional meetings followed the general session. Held concurrently, they provided for the varied interests of the conventioners. Margaret Holliday, Conway, South Carolina, presided at the Secondary Schools Division for which James A. Dollard, field education coordinator for International Business Machines, New York City, spoke on "Automation and Electronic Computers in Modern Business and Their Significance for Educators." Mr. Dollard pointed out, "The machine saves many hours of work . . . but the machine can serve only as the mind thinks for it and orders it to act. Thus, we shall always need education."

Private business schools turned their attention to "What Business Expects of a Business Office Worker." W. D. Ratchford, Jr., Concord, North Carolina, presided; and R. D. Cooper, assistant sales manager of South-Western Publishing Co., Cincinnati spoke to the group.

Speakers for the Junior College Division were Jack Hamilton, branch personnel manager, Philip Morris, Inc., Louisville, and Martin Stegenga of Mississippi Southern College, Hattiesburg. Percy H. Stephen, Jr., of Sunflower Junior College, Moorhead, Mississippi, presided at the meeting during which the attention of the group was directed to the structure of "This Modern Business World" and the necessity for "Coordinating Industry and Education."

Kenneth Durr of Northwestern State College, Natchitoches, Louisiana, served as chairman for the Colleges and Universities Division. The program consisted of a panel discussion of the "Problems of Increasing Enrollments in Business Departments in Colleges of Business Administration." Members of the panel included the moderator, Herman G. Enterline, Indiana University, Bloomington; John H. Moorman, University of Florida, Gainesville; Thomas Hogan-camp, Murray State College, Murray, Kentucky; Kenneth Zimmer, Richmond Professional Institute, Virginia; David C. McMurtry, University of Kentucky, Lexington; and Inez Martin from Little Rock, Arkansas. Several of the problems which received the attention of the group had their origin in (1) the location of

the school plant and its relation to population centers; (2) increasing demand on facilities such as classrooms, records, equipment, other housing and cafeteria space; (3) the recruitment of adequately trained teaching personnel; (4) instruction by television as a supplementary teaching aid; and (5) curricular offerings.

At noon the members of Delta Pi Epsilon enjoyed a luncheon for which Nu Chapter was host. Participating in the luncheon program were Theodore Woodward, national president of Delta Pi Epsilon; Virgil Young and Vernon Musselman, president and sponsor of Nu Chapter; and Frank G. Dickey, president of the University of Kentucky. Dr. Dickey, in speaking of "The Proud Profession," referred to the teaching profession as the one which should be the most sought after and the most universally recognized. He further stressed the point that the leadership and clarity of thought which are needed in educational policy-making should have their origin in the initiative of teachers rather than something superimposed upon the profession by public demand.

The subject areas came into the spotlight at the afternoon section meetings. A panel composed of Russell N. Cansler, Northwestern University, Evanston, Illinois; Sue Waddell, Oak Ridge High School, Tennessee; Martha Hill, Ball State Teachers College, Muncie, Indiana; O. R. Sutton, Appalachian State College, Boone, North Carolina; and Paul Muse, Indiana State Teachers College, Terre Haute, projected basic business into the Atomic Age, reaffirming the guidance and educational values of basic business and its continuing importance in the education of all pupils and students. James Loyd of the University of Florida, Gainesville, was chairman for the section.

Forecasting "Future Development in Clerical Practice," Peter L. Agnew of New York University set the pace for a lively discussion of the office of tomorrow. Although the conclusion was drawn that the vast changes associated with the advent of data processing equipment would not take place overnight, clerical practice teachers were told that while they continued to tie in classroom practices with what is going on around them, they must also keep an ever-vigilant eye on the future. Other participants in the Clerical Practice Section were Sara Anderson, Madison College, Harrisonburg, Virginia, chairman, and members of the discussion group: Mary Margaret Brady, University of Southern Illinois, Carbondale; Parker Liles, Georgia State College of Business Administration, At-

lanta; Mrs. Robert Chapman, Mars Hill College, North Carolina; and Virginia Ackman, Frankfort High School, Kentucky.

For the section on Administration and Supervision, Chairman Ernestine Melton of the Adult Vocational School, Columbus, Georgia, brought together a group of persons eminently qualified to consider the "Problems of Administration and Supervision Arising from the Jet and Atomic Age." D. D. Lessenberry, University of Pittsburgh, Pennsylvania, was moderator for the panel composed of: Frank Dame, Florida State University, Tallahassee; Ruby Baxter, Grayson High School, Louisiana; Paul M. Boynton, supervisor of business education, Hartford, Connecticut; Sister Mary Alexius, O. P., Edgewood College of the Sacred Heart, Madison, Wisconsin; and Mary Alice Wittenberg, supervisor of business education, Los Angeles, California. With the emphasis still upon the present inadequacy of supervisory services for business education, attention was directed to the importance of a supervisor's keeping abreast of the times in new devices and inventions as they tend to revolutionize old routines and organization; to quote Dr. Dame, "Stop looking through the rear view mirror and look ahead through the expanded curved windshield."

Private business school teachers sat in a round-table discussion of the topic: "Progress—The Future of the Business School." W. D. Ratchford, Jr. and M. O. Kirkpatrick, King's Business College, Charlotte, North Carolina; Charles E. Palmer of Palmer College, Charleston, South Carolina; and B. N. Dasch, Lock-year's Business College, Evansville, Indiana, were the participants.

A. G. McIlvaine, Eastern Kentucky State College, Richmond, presided at the Bookkeeping and Accounting Section. Those who contributed to the development of the topic, "How We Teach Accounting," were R. R. Richards, Eastern Kentucky State College, Richmond; Max R. Carrington, Union University, Jackson, Tennessee; Marguerite Crumley, Virginia State Board of Education, Richmond; George H. Swain, Atlantic Christian College, Wilson, North Carolina; and Margaret Sherrill, King's Business College, Raleigh, North Carolina.

"The Methodology of Shorthand in the Jet and Atomic Age" turned the thinking of the teachers of shorthand to improved teaching procedures for this skill. Charles E. Zoubek, New York City, reminds one that "... in the effort

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# The Future Business Leader

For Sponsors and Advisers  
of FBLA Chapters

## Parliamentary Law Expedites FBLA Activities

*The Future Business Leaders of America organization seeks to strengthen the confidence of young men and women in themselves and their work. This objective is approached through avenues such as the study of parliamentary law and application of the basic principles of parliamentary procedure.*

RULES AND REGULATIONS play as important a part in the operation of a successful business meeting as they do in highway traffic situations. This is illustrated vividly by the inevitable "jam" that results when a traffic light becomes inoperative at a busy intersection. Considerable confusion would result if we were without rules of conduct to govern our activities.

Organizations are a part of every American's life. It is a rare person, indeed, who does not belong to a professional or trade organization, a church, a civic or service group, a veterans organization, or some other body of persons banded together to achieve a purpose.

One of the first acts of the members of an effective organization is to devise a constitution, a charter, or some other set of rules which set forth their goals, their organizational structure, and the duties of the various officers and members. Somewhere in the rules, usually in the bylaws, a parliamentary law authority should be recognized and adopted to govern any situation not covered by the stated regulations.

The purpose of a business meeting, at which these parliamentary procedures are used, is to transact the business affairs of the organization in an expedient and fair manner. They allow for each individual to make himself heard but with the opportunity for the majority to rule on what they wish to do and when and how they wish to do it.

The presiding officer acts as a sort of "traffic cop" in expediting the exchange of ideas and expressions. The parliamentarian serves as a "judge" in determining the correct procedures to follow according to the rules adopted by the membership. The secretary acts as a "clerk of court" in recording the deliberations of the group. The other officers act as assistants in the smooth operation of the business affairs.

In line with the objectives of the Future Business Leaders of America, an organization which is designed to produce useful citizens as well as leaders in business and community life, a series of contests are conducted on the local, state, and national levels to achieve these objectives. Among the contests is one that encourages the study and use of correct parliamentary procedures.

The national contest, which is on the Approved List of Contests and Activities for Secondary Schools of the National Association of Secondary-School Principals, is composed of five-man teams entered through the state chapters. Chapters in those states not having a state chapter may apply directly to the National Office for entry.

At the 1958 national convention, a written examination on the basic principles of parliamentary procedure will be used



MR. PRESIDENT . . . Jerry Severns of Reidland High School, Paducah, Kentucky, winner of the 1957 National FBLA Public Speaking Contest, has gained valuable experience through his duties as president of the Kentucky State Chapter of FBLA. Like many future business leaders, he knows the importance of being able to appear before a group and to conduct meetings in an efficient and expedient manner.

for selecting the five teams displaying the best knowledge of parliamentary law. These five "top" teams will meet with the official judges for a performance test. Prior to the performance test, each team will be given an envelope containing problems which must be solved in the course of the performance test. To determine the national winners, the judges will score the teams upon knowledge of parliamentary procedure, use of parliamentary terms, initiative, clarity of expression, poise, dignity, and appearance. Many FBLA chapters are now studying parliamentary procedure and are observing the rules in conducting their chapter meetings.

A number of inexpensive references on parliamentary procedure are used by the chapters. Among these are *The How in Parliamentary Procedure* by Kenneth Russell (Danville, Illinois: The Interstate, Printers and Publishers, 1955, 35¢); *A Guide to Parliamentary Processes* by Henderson and Rucker (Danville, Illinois: The Interstate, Printers and Publishers, 20¢); and *Parliamentary Law Textbook* by Shawhan (available from Presbyterian Bookstore, Richmond, Virginia, 75¢).

Most libraries have one or more of the following books: *Roberts Rules of Order Revised* (Chicago: Scott, Foresman and Company, 1943, \$2.55); *Basic Principles of Parliamentary Law and Protocol* by Marguerite Grumme (3830 Humphrey Street, St. Louis, Missouri, 1955, \$1); or *Sturgis Standard Code of Parliamentary Procedure* (New York: McGraw-Hill Book Company, Inc., 1950, \$3).

No business educator or student should be without a fundamental background in parliamentary law. Parliamentary law is a set of "traffic" regulations for organizations to use in the interchange of expressions and ideas for the benefit of all.



## Convention

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to save time, let us remember one thing: We cannot speed up the maturity of an individual." Once the skill is taught, "we have to utilize the knowledge the student has accumulated since he left the cradle in order to develop an efficient worker." Other persons to participate in this section were Don Reese, University of Tennessee, Knoxville; Alberta Anderson, West Virginia Institute of Technology, Montgomery; Dorothy Travis, University of North Dakota, Grand Forks; and Lucy Robinson, Georgia State College for Women, Milledgeville.

At the banquet Friday evening, the conventioners and their guests had the delightful experience of hearing an address, "Horizons Unlimited," by Ray O. Mertes, director of school and college service, United Air Lines, Inc. With a teenager's challenge "to tell something about tomorrow—I'm so tired of hearing about yesterday," Colonel Mertes launched into an era of solar clocks and projectors, stereotronics, and a globe-girdling trip of forty-five minutes rather than eighty days. He left his audience with an awareness that as "Recess, Rassin' and Refreshments" gave way to "Rights, Relationships, and Responsibilities," science moved fifty years ahead of understanding. Colonel Mertes says it is time to "close the gap between today and yesterday because we are already living in tomorrow." At the close of the banquet, SBEA members and their guests enjoyed an evening of dancing at the Convention Ball.

Z. S. Dickerson had the responsibility of coordinating the Saturday morning programs. Five groups met simultaneously with former SBEA presidents, Arthur L. Walker, A. J. Lawrence, John H. Moorman, Howard M. Norton, and Parker Liles serving as chairmen for the five groups.

Group I had for its topic "Meeting Standards of Business in Business Teaching." Milo O. Kirkpatrick, Sr. was consultant, and the panel members were: Wilson Ashby, University of Alabama, University; R. Herman Wright, The Girdler Company, Louisville, Kentucky; Ray J. West, Dictaphone Corporation, Louisville, Kentucky; Irene Evans, Marshall College, Huntington, West Virginia; and Sister M. Therese, Madonna High School, Aurora, Illinois.

Elvin S. Eyster, Indiana University, Bloomington, was consultant for Group II, which devoted its time to a consideration of "Guidance in Business Education to Meet Today's Problems." Discus-

sants who actively participated in the development of the topic were: Ruth Lee, Woodrow Wilson High School, Portsmouth, Virginia; Nora Goad, Stonewall Jackson High School, Charleston, West Virginia; Ruth Carter, Central High School, Little Rock, Arkansas; Hollie Sharpe, Middle Tennessee State College, Murfreesboro; and Robert F. Bender, Arkansas State College.

Participants in the Group III discussion on "The Philosophy and Objectives of Education in the Jet-Atomic Age," were Peter L. Agnew, Consultant; Maudie Cook, Coral Gables High School, Florida; Herman G. Enterline, Indiana University, Bloomington; Gladys Peck, State Department of Education, Baton Rouge, Louisiana; William Price, Children's Hospital, Louisville, Kentucky; and William Warren, Enka High School, North Carolina.

Group IV considered "The Challenge of the Jet-Atomic Age to Business Teacher Education" with J. Frank Dame as consultant and discussants Erna Sanders, Istrouma High School, Baton Rouge; Richard Clanton, State Department of Education, Baton Rouge, Louisiana; W. Harmon Wilson, South-Western Publishing Company, Cincinnati, Ohio;

Russell Johnston, Richmond Professional Institute, Virginia; and Jeffrey Stewart, Virginia Polytechnic Institute, Blacksburg.

Group V turned its attention to "Using Communication in Today's World." Vernal H. Carmichael, Ball State Teachers College, Muncie, Indiana, was moderator. Presenting the various aspects of communication problems were panel members Hulda Erath, Southwestern Louisiana Institute, Lafayette; Zenobia Tye, Georgia State College of Business Administration, Atlanta; Ellen Moore, Florence State College, Alabama; Robert L. Howard, L. Logan Company; and Kathleen Hendrix, of Louisville, Kentucky.

Assembled again for the closing session of the convention, SBEA members heard Mervin K. Strickler, Jr., national director of aviation education, present views on "New and Powerful Influences on Business Education." program chairman.

A brief business session brought the convention to a close with the announcement of Columbia, South Carolina, as the 1958 convention city, and the installation of 1958 officers by the retiring president, Harry Huffman.

## WHO'S WHO IN SBEA

**OFFICERS.** President—**Theodore Woodward**, George Peabody College for Teachers, Nashville; First Vice-President—**Z. S. Dickerson**, Alabama State College, Florence; Second Vice-President—**Hulda Erath**, Southwestern Louisiana Institute, Lafayette; Secretary—**Eleanor Patrick**, Chester High School, South Carolina; Treasurer—**Vernon Anderson**, Murray State College, Kentucky; Editor, News Exchange—**James Crews**, University of Florida, Gainesville; Membership Chairman—**Ethel Hart**, Southern State College, Magnolia, Arkansas; and Past President—**Harry Huffman**, Virginia Polytechnic Institute, Blacksburg.

**STATE REPRESENTATIVES.** Alabama—**Evelyn Gullledge**, Woodlawn High School, Birmingham; Arkansas—**Ruth Carter**, Central High School, Little Rock; Florida—**Frances Bartoszek**, Yonge High School, University of Florida, Gainesville; Georgia—**Zenobia Tye**, Georgia State College, Atlanta; Kentucky—**Ross C. Anderson**, Morehead State College, Morehead; Louisiana—**Wilbur Lee Perkins**, Northeast Louisiana State College, Monroe; Mississippi—**Maxie Lee Work**, University High School, University; North Carolina—**Vance T. Littlejohn**, University of North

Carolina, Greensboro; South Carolina—**Maria Culp**, Winthrop College, Rock Hill; Tennessee—**Sue Waddell**, Oak Ridge High School, Oak Ridge; Virginia—**Sara Anderson**, Madison College, Harrisonburg; and West Virginia—**Nora Goad**, Stonewall Jackson High School, Charleston.

**CHAIRMEN OF DIVISIONS.** Secondary Schools—**Lela Hulette**, Bald Knob High School, Frankfort, Kentucky; Private Business Schools—**Milo Kirkpatrick, Jr.**, Kings Business College, Charlotte, North Carolina; Junior Colleges—**James R. Kanter**, Gordon Military College, Barnesville, Georgia; Colleges and Universities—**Orus Sutton**, Appalachian State Teachers College, Boone, North Carolina.

**CHAIRMEN OF SECTIONS.** Basic Business—**Dorisse Garrison**, Rule High School, Knoxville, Tennessee; Clerical Practice—**William Bonner**, University of Tennessee, Knoxville; Administration and Supervision—**Katherine S. Green**, Arkansas State College, State College; Private Business School Teacher's Round Table—pending; Bookkeeping and Accounting—**R. Norval Garrett**, Southeastern Louisiana College, Hammond; and Secretarial—**Bonnie Nicholson**, Bessemer High School, Bessemer, Alabama.

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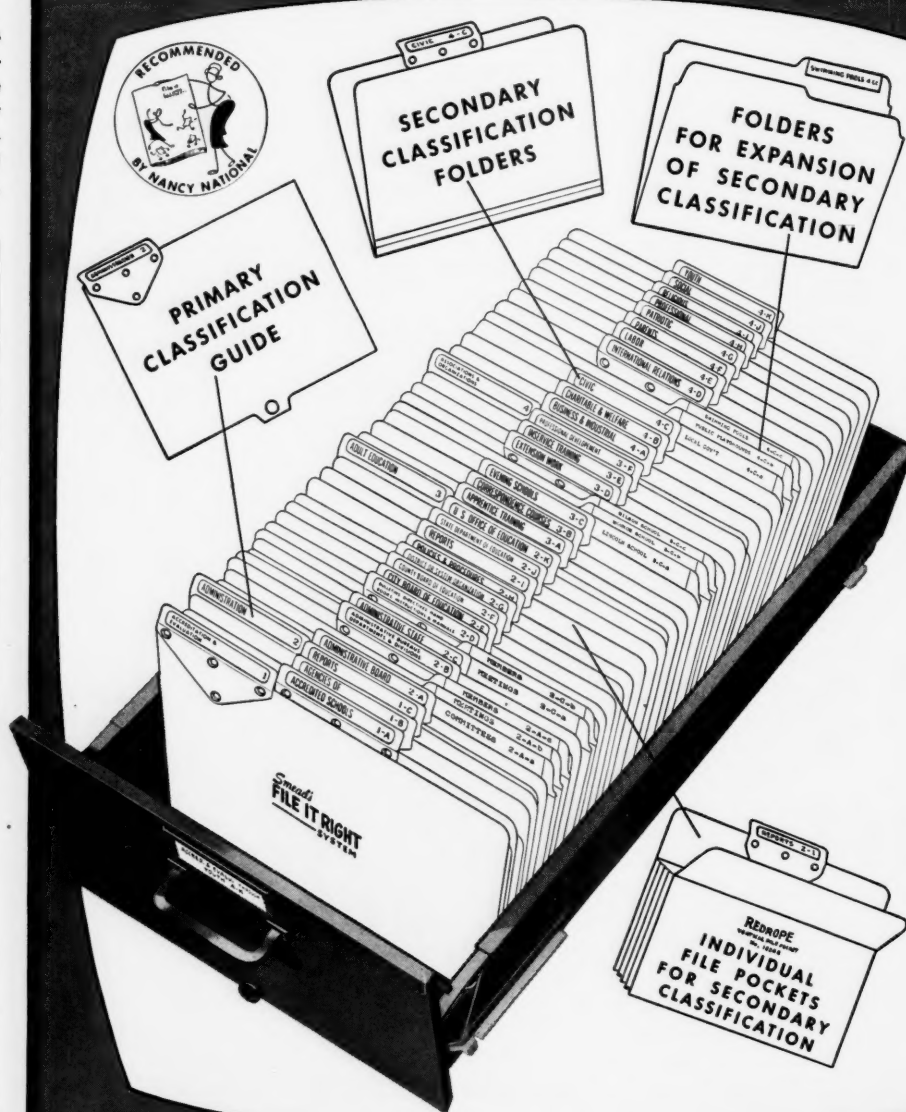
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